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ABSTRACT

The Cranston (Rhode Island) Secondary School Curriculum Guides are intended to serve as a resource to teachers, students, department heads, guidance personnel, curriculum planners, and anyone else involved in curriculum planning. The guides are also useful for describing and communicating secondary curriculum goals to the public when such a need arises. This guide for English, grades 7-12, contains these sections: multimedia orientation; language structure; oral-aural skills; the novel; poetry--analysis and writing; the short story; and surveys of world, American, and English literature. In addition, guidelines are presented for several elective courses: the eternal search for utopia, children's literature, best selling novels, science fiction, tales of terror, the sixth sense, basic writing techniques, creative writing, letter writing, and argument and persuasion. For each section of the guide at least one broad major objective is stated, followed by specific objectives which indicate the level of learning, the content, and the means of evaluation. The activities that are suggested support the objectives. (TO)

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Secondary School

C U R R I C U L U M G U I D E

ENGLISH

Grades 9-12

Prepared By

a curriculum writing team

of secondary teachers

Project PACESETTER

and

The Fifth Quarter Plan

Title III, E.S.E.A., 1965

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SECONDARY SCHOOLS CURRICULUM GUIDES

Prepared by:

THE FIFTH QUARTER PLAN

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TITLE III, E.S.E.A.

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INTRODUCTORY NOTES

The Cranston Secondary School Curriculum Guides are intended to serve as a resource to teachers, students, department chairmen, guidance personnel, curriculum planners, and anyone else involved in present or future curriculum planning.

Teachers are urged to utilize the guides in lesson preparation and for purposes of providing individual students and groups of students with a resource; student achievement is often influenced by a knowledge of what is expected with respect to course objectives. Differences in abilities and needs among students and classes can be served by selecting appropriate objectives and activities.

The guides will also be useful for purposes of describing and communicating secondary curriculum goals to the public when such a need arises from time to time.

The organization of the guides is such that most sections present materials in terms of portions of a school year, thus making it possible for students to re-learn or make up a portion of a year's course. This is possible whether the course is offered in a full year or in shorter units of time.

GUIDE FORMAT

At least one major objective is stated for each section of the guide. Each is broad in statement encompassing the work of large units or entire sections.

Numbered objectives (Objective #1) are specific and intended to indicate the level of learning (the learning variable), the content (what will be learned), and the means of evaluation. Thus the objective describes learning in relationship to the learner. The teacher's function is to design methods which will effect the result. Most objectives in the guides are followed by "activities."

Suggested activities are intended to support the objective

to which they are assigned. Such statements either relate how the student will attain the objective or may be considered as sub-objectives.

OBJECTIVES IN TERMS OF LEARNING VARIABLES

Bloom and his colleagues devised a taxonomy of educational objectives designed to classify the behavior of students in three domains as a result of having participated in a series of instructional experiences. The three domains are the cognitive (intellectual), the affective (emotional), and the psychomotor (physical). Within each of these domains there is a hierarchy which denotes increasing complexity of learning as shown below.

Cognitive	Affective	Psychomotor
knowledge	receiving	frequency
comprehension	responding	energy
application	valuing	duration
analysis	organizing	
synthesis	characterizing	

In addition to the general technique of the behavioral statement, the authors were careful to differentiate the levels at which given behaviors could be expected of the student. Thus, in the cognitive domain a student's performance in the display of knowledge of a concept is less complex than the student's performance when he applies the concept in a given situation. Similarly, in the affective domain, a response to a situation is not as complex as the display of a value toward a given situation. Precise differentiation among variables is very difficult or, in many cases, impossible, but using these variables to formulate objectives is a means of focusing the attention of the teacher and the learner upon the existence of levels of learning.

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ENGLISH

Grades 7-12

Title	*Section	Suggested Grade
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The Novel	ENG 4	7-12
I. Form and Function		
II. Elements of the Novel		
III. Characterization		
IV. Plot Development		
V. Style		
VI. Periods of Development		
VII. Critical Analysis		
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Survey of World Literature	ENG 7	10
Survey of American Literature I	ENG 8	11
Survey of American Literature II	ENG 9	11
Survey of English Literature I	ENG 10	12
Survey of English Literature II	ENG 11	12
Literature:		
The Eternal Search for Utopia	ENG 12	10-12
Children's Literature	ENG 13	10-12
Best Selling Novels	ENG 14	10-12
Science Fiction	ENG 15	10-12
Tales of Terror (Poe and Others)	ENG 18	10-12
**The Sixth Sense	ENG 22	10-12

*Selections are made from clusters--literature, language arts, media. Additional courses are available.

**Also a thematic approach to research writing.

Title	Section	Suggested Grade
English Elective Courses		
Composition:		
Basic Writing Techniques	ENG 23	10-12
Creative Writing	ENG 24	10-12
Letter Writing--Business and Social	ENG 26	10-12
Argument and Persuasion	ENG 27	10-12

MULTI-MEDIA RESOURCE CENTER

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO DISPLAY KNOWLEDGE OF THE OPERATION OF EQUIPMENT HOUSED IN THE MULTI-MEDIA CENTER.

Objective #1: The student will demonstrate application of equipment in the multi-media center by correctly using the following equipment as measured by the AVA coordinator.

Activities:

1. Demonstrate how to use:

   Micro-film reader

   Previewer-35 mm

   Record Player

   Multiple jack box-ear phones

   Tape recorder-reel to reel and/or cassette (deck or portable)

   Cassette play back units

   Loop projector

Objective #2: The student will increase his knowledge of media center resources by completing the following activities as measured by the school librarian or other suitable person.

Activities:

2. List major parts of a book:

   title page, copyright page, preface, table of contents, body, index, special indexes.

3. Identify or give names of books' classifications.

4. Explain the Dewey Decimal System and the card catalogue.

5. Locate a book when given its call number or other guide symbols.

6. Differentiate among the cards relating to one book in a card catalogue.

7. Explain the purpose of cross reference, and locate cross reference cards.

8. Determine recourse when information cannot be found in a card catalogue.

9. State the value of periodicals.

10. Demonstrate how to use the Reader's Guide to Periodical Literature.

11. Locate a particular periodical by using the Reader's Guide to Periodical Literature.

12. Locate a particular article by using the Reader's Guide to Periodical Literature.

13. State the arrangement order of encyclopedias.

14. Explain the manner of indexing encyclopedias.

15. Explain the content of encyclopedias.

16. Explain the content and purpose of: Atlases, Gazetteers, Almanacs, reference books on literature, and quotations.

17. Locate in a dictionary where one might find: correct spelling, pronunciation, definition, part of speech, origin of work, levels of usage, guide words.

18. Determine what information might be found in dictionaries other than basic lexicography.

LANGUAGE STRUCTURE

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO DISPLAY KNOWLEDGE OF THE HISTORICAL AND GRAMMATICAL DEVELOPMENTAL ASPECT OF THE ENGLISH LANGUAGE.

Objective #1: The student will increase in knowledge of the factors that have influenced language development by completing the following activities as measured by teacher-made tests.

Activities:

1. List historical facts that show an organized approach to the study of words.
2. Give examples of changes in word pronunciation over centuries of time.
3. Give examples of changes in word spelling over centuries of time.
4. Demonstrate dialectic changes in early language.
5. Give examples of how new ways of life caused man to coin new words.
6. Explain how the conquest by a foreign people resulted in language change.
7. Select examples of language change as a result of cultural contacts.
8. Identify the stages of language growth from Indo-European to Modern Times.
9. List cultural effects on the growth of our language regarding: worship, government, learning, navigation, colonization, trade, Americanism, technological innovations.
10. Define the word "semantic" and give examples of change in word meanings.

Vocabulary Development

Objective #2: The student will demonstrate application of the following vocabulary skills by completing the following activities as measured by teacher-made tests.

Activities:

11. Identify and explain word resources by which vocabulary might be expanded.

12. Demonstrate the use of a dictionary so as to be able to give synonyms and antonyms of specific words.

13. Demonstrate the use of a thesaurus so as to select words that will be more accurate in intent of use.

14. Choose words for a particular audience's understanding.

15. Recognize and avoid redundancy.

16. Define word meaning from context.

17. Develop a list of prefixes, suffixes and roots along with their meanings, and demonstrate the use of some.

18. Recognize words that are specialized to or are technical language of a trade or profession.

Vocabulary Application

Objective #3: The student will demonstrate application of the following linguistic terms and concepts by completing the following activities as measured by teacher-made tests.

Activities:

19. Differentiate the meaning of words regarding: denotation and connotation.

20. Define and give examples of the denotative meaning of a word.

21. Give examples of semantic meanings of words regarding: personal preferences, figurative language, and experience interpretation.

22. Give examples and explain why connotation shows the user's attitude toward the meaning of the word used.

23. Give examples of figurative language to show meaning by comparison.

24. Identify which terms on a given list can be considered as abstract terms and which terms can be considered as concrete.

Language-Application

Objective #4: The student will demonstrate application of the following language skills by completing the following activities as measured by teacher-made tests.

Activities:

25. Demonstrate how to effectively use language to be: brief, blunt, and direct.

26. Express yourself in as simple a manner as possible.

27. Construct discourse so as to be to the point with a minimum of words.

28. Intentionally reconstruct discourse euphemistically.

Grammar

Objective #5: The student will display comprehension of the following elements of grammar by completing the following activities as measured by teacher-made or standardized tests.

Activities:

29. Explain how grammar may be a guide to the use of words that carry information over and beyond the use of a dictionary.

30. Explain the fact that grammar is not the classification of the parts of discourse, but rather, it is a theory of how language works.

31. Identify and explain devices of grammar.

32. Explain the meaning of inflection.

33. Identify inflections of words by structural changes (plurality of nouns and pronouns, possessives, verbs).

34. Identify word inflection by changing word order.

35. Recognize and explain articles, auxiliaries, prepositions, connectives as the four classifications of function or structure words.

36. List examples of words under the four classifications of "function words".

37. List five nouns and verbs and label them as content words.

38. Define function words as closed words since new function words are rare.

39. Define content words as open words since new ones are added constantly.

40. Identify the characteristics of a proper noun and common noun.

41. Classify common nouns as to whether they are collective, concrete, abstract, or compound.

42. Define and give examples of the four kinds of common nouns.

43. Construct a simple sentence.

44. Identify a simple sentence according to structure.

45. Identify the simple and complete subject in a simple sentence.

46. Identify the simple and complete predicate in a simple sentence.

47. Explain the predication concept.

48. Identify the simple and complete predicate of a given sentence.

49. Differentiate a sentence from a non-sentence.

50. Identify a sentence in concept by initial capitalization.

51. Construct a compound sentence by the use of connective function words.

52. Identify a compound sentence according to structure.

53. Construct and identify a sentence with a compound subject and a compound verb.

54. List the noun determiners.

55. Determine the spelling of the plurals of a list of given nouns.

56. List contextual examples of noun substitutes or nominals.

57. Recognize the inflectional scheme of a verb regarding time.

58. List instances when an auxiliary verb is used as a main verb.

59. Recognize the most common order of subject before verb in declarative, imperative and exclamatory sentences.

60. Explain the need and use of subject complements.

61. List the seven basic sentence patterns.

62. Recognize and construct an example of the S-V sentence.

63. Identify the verb in a S-V pattern as being intransitive.

64. Recognize and construct an example of the S-V sentence.

65. Identify the verb in a NP+ V +PR pattern as being transitive.

66. Recognize and construct an example of S: V-Ink.+ N.

67. Recognize and construct an example of S: V-Ink.+ Adj.

68. Recognize and construct an example of S: V-Ink.+ Adv.

69. Recognize and construct an example of S: V-tr.+Pr.

70. Recognize and construct an example of S: NP+V-intr.

71. Identify sentence transformations.

72. Construct and identify: a request transform, a passive transform, a question transform, a negative transform, a postponed subject transform.

73. Give an example of the verb "do" as an auxiliary and as a main verb.

74. Determine the function of modifiers in sentence by identifying and explaining what the following do:

    single word adjectives

    single word adverbs

    prepositional phrases used as adjectives

prepositional phrases used as adverbs

appositives - single word and phrasal

verbals - single word and phrasal

clauses - single word and phrasal

75. Define headwords and determiners.

76. Identify, label, and explain the function of connectives.

77. Explain the reason for the use of coordination and subordination.

78. Construct a complex sentence.

79. Determine the density of thoughts in complex sentences.

80. State the uses of verbals.

81. Combine ideas expressed in simple sentences by: compounding, coordination, subordination, appositives, verbals-simple and absolute constructions.

82. Analyze complex constructions by determining what has been predicated, in what way, and what kind of modification has been employed.

83. Indicate a knowledge of phonology by being able to give examples of:

varying vowel sounds-voiced, unvoiced, semi, middle

consonant sounds

blends and digraphs

dipthongs

phonograms

84. Give oral examples of intonation so as to vary meaning.

ORAL-AURAL SKILLS

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO DISPLAY KNOWLEDGE OF COMMUNICATIVE SKILLS BY COMPLETING THE FOLLOWING LEVEL.

Public Speaking

Objective #1: The student will increase in comprehension of effective public speaking practices by engaging in the following suggested activities evaluated by teacher-made tests.

Activities:

1. Define oral communication.
2. List qualities of a good speaker.
3. State the preparation necessary for an effective speech.
4. List devices that a speaker may use to present his talk well and keep the attention of his audience.
5. Give examples of voice inflection.
6. Demonstrate gestures and body action which may be used as an aid in communicating with an audience.
7. Tell the difference between that which is stated and that which is implied.
8. Describe factors which the speaker should consider about his audience before delivering his speech.
9. Differentiate between the characteristics of an informative speech, a persuasive speech, and a demonstrative speech.
10. Outline a given topic in preparation for a speech.
11. Demonstrate the method of writing note cards for a speech on a particular topic.

Objective #2: The student will apply his knowledge of public speaking by engaging in the following suggested activities evaluated by teacher-student critique.

Activities:

12. Present a speech on a given topic, to a class, in a specified time, keeping the attention of the audience and presenting the material well.

13. Demonstrate, in an oral presentation, effective use of facial expressions.

14. Demonstrate, in an oral presentation, effective use of humor.

15. Demonstrate, while giving an oral presentation, an ability to overcome certain disturbances and disruptions that may occur during a speech.

16. Demonstrate an ability to present informative, demonstrative, and persuasive speeches.

Listening

Objective #3: The student will exhibit increased comprehension of qualities of effective listening by participating in the following suggested activities to be evaluated by teacher-made tests.

Activities:

17. List characteristics of a good listener.

18. List characteristics of a good audience.

19. Describe the characteristics of a physical environment which qualifies as a good place to listen to a speaker.

20. List examples illustrating the need of a listener to use his vision as well as his hearing during an oral presentation.

21. Listen to a speaker and identify the speaker's strong and weak points of delivery.

22. Listen to a speaker and then formulate a list of valid questions concerning the speech.

23. Listen to an oral presentation and summarize the speaker's main points.

24. Listen to an oral presentation and evaluate it according to:

    a. correctness of content

b. grammatical correctness

c. manner of presentation

Levels of Discourse

A. The Interview

Objective #4: The student will apply knowledge of listening skills to interviewing practices; evaluation will be by teacher observation.

Activities:

25. List the factors which contribute to an effective interview.

26. State what should be considered in choosing someone to interview.

27. Outline questions which would be helpful in conducting an interview.

28. Conduct an effective interview having been given a topic or having chosen a topic.

29. Take notes during an interview so as to record important information.

30. Quote the person being interviewed without making errors.

B. The Discussion

Objective #5: The student will increase in comprehension of elements of discussion by engaging in the following suggested activities to be evaluated by teacher-made tests.

Activities:

31. Identify the difference between monologue and dialogue.

32. List the characteristics of a good discussion.

33. Identify elements of courtesy that are desirable in conversations or discussions.

34. Write a summary of the preparation necessary for a participant in a good discussion.

35. Distinguish fact statements from opinion statements.

36. Define what is meant by first person, second person, and third person in conversation.

37. Give examples of logic as used by an individual in a discussion.

38. Give examples of statements made in a discussion which would not be relevant to the topic of discussion.

39. Define the word "tact" and explain the importance of tact in a discussion.

40. Define the word "syllogism".

41. Given two statements of a syllogism, write a third that completes it.

42. Differentiate among statements as to whether they are inferences, value judgments, or judgments of fact.

43. Give examples of deductive statements that might be part of a discussion.

44. Give examples of inductive statements that might be part of a discussion.

45. List topics which might be catalysts for creating a good discussion.

46. Be a participant in an effective, well planned, intelligent discussion on a given subject.

47. Summarize what you have learned after taking part in a discussion.

48. Analyze the positions taken by various participants of a discussion.

49. List the strong and weak points of statements made by participants of a discussion.

50. List valuable characteristics and techniques demonstrated by participants of a discussion.

C. The Debate

Objective #6: The student will apply his knowledge of discussion and listening to debating techniques evaluated by teacher-student observation.

Activities:

51. Define the term "debate".

52. Describe rules used in debating.

53. Describe the usual tasks of the participants in a debate and the order in which they speak.

54. List the abilities and skills which debating might help to develop.

55. Define debating terms such as: argument, burden of truth, burden of rebuttal, case construction, fallacy, presumption, syllogism, etc.

56. Determine debatable topics from non-debatable topics.

57. Determine fact from opinion in statements made during a debate.

58. Describe what procedures and preparation should be done by either side before the debate takes place.

59. Give examples of devices used by opposing teams which are methods of tricking the opponents.

60. Give examples of places where debates or forms of debating might be witnessed.

61. Take part in an effective debate, having been given a topic.

62. Demonstrate an ability to reverse an argument by debating on the affirmative side, and then, using the same topic, debate the negative side.

63. Demonstrate an ability to evaluate a debate by taking the role of a judge in a debate.

THE NOVEL

MAJOR OBJECTIVE I

THE STUDENT WILL INVESTIGATE AND BECOME FAMILIAR WITH A LITERARY FORM BY COMPLETING THE FOLLOWING SUGGESTED ACTIVITIES MEASURED BY TEACHER OBSERVATION AND/OR TEACHER-MADE TESTS.

I. Form and Function

Activities:

1. Define the term "novel" as a literary form.
2. List common characteristics of all novels. Name the various types of novels and state their parpicular characteristics.
3. Identify the basic intent of the novel.
4. Identify the various parts of a novel -- the physical steps of the novel.
5. State the literary devices used in the presentation of works representing various genre.
6. Investigate and report relative to the interaction of genre and periods of literary development. Consider the following question: "Is one the outgrowth of the other?"
7. Identify a given novel relative to type and substantiate the classification.
8. Compare two given novels. Identify the type of each and prepare a chart listing the similarities and differences of the two.
9. Identify a given author's works in terms of genre.
10. State the relationship between genre and theme.
11. Gather examples of various types of novels and prepare an exhibit illustrating and explaining the various types.
12. Prepare a series of skits representing scenes from the various types of novels.
13. Prepare a "mock" novel containing the necessary physical parts of any novel.

14. Compile a list of the various stylistic devices used by representative authors.

II. Elements of The Novel

MAJOR OBJECTIVE II

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE ELEMENTS OF THE NOVEL BY COMPLETING THE FOLLOWING SUGGESTED ACTIVITIES AS MEASURED BY TEACHER OBSERVATION AND/OR TEACHER-MADE TESTS.

Activities:

15. Examine titles of several novels and decide whether the titles are relevant and whether they entice the reader.

    a. Trace the origin of a title to determine whether it comes from a quotation, song, poem, motto, etc. (ex. "All the King's Men").

    b. Examine and evaluate the effectiveness of several original titles considering their relevance to the novel and their initial appeal.

16. Investigate the structure of the novel and the different elements which compose the plot and/or sub-plots.

    a. Identify and become familiar with the elements essential to the development of plot:

        1. Incidents conceived by the author.

        2. A series of actions moving from the beginning through a logically related sequence to the outcome.

        3. Define "conflict" and be familiar with the different types of conflict present in any specified novel:

            a. Struggle against forces of nature.

            b. Struggle against another person.

            c. Struggle against society.

            d. Struggle for mastery.

            e. Struggle against fate or destiny.

            f. Struggle against self.

4. Know the logical sequence in developing the conflict within the plot:

   a. introduction

   b. complication

   c. crisis (climax)

   d. resolution

   e. outcome

5. Write definitions of the terms protagonist and antagonist. Given a specific novel, point out the protagonist and antagonist in the conflict of the novel.

6. Take two novels and show how the setting acts as a backdrop for the plot (ex. Poe's works) in one, and is unimportant to the plot (ex. "The Sun Also Rises") in the other.

7. Write a short paper discussing the sub-plot of a specific novel including an opinion as to whether the sub-plot added substance to the main plot or detracted from it.

b. Analyze and evaluate the setting, mood, and atmosphere of a specific novel, and show how these are essential to the credibility of the conflict (ex. "Wuthering Heights").

c. Take a specific novel which has not been made into a movie, and "cast" the characters.

d. Analyze and evaluate the depth and clarity of the conflict of a novel. Make note of your own emotional feelings concerning those involved in the conflict.

e. Considering two specific novels, write a short paper showing why the conflict in one was strong and "biting" and was weak and "flat" in the other.

f. In a given novel list the elements which give strength to the plot and those which weaken it. Suggest plot elements which would add impact to the novel.

g. List any elements of special style or devices of the author which added to the credibility and enjoyment of a novel.

h. Consider a specific novel and list any special use of language effectively employed by the author. Be sure to take special note of figures of speech and dialect.

III. Characterization

MAJOR OBJECTIVE

THE STUDENT WILL COMPREHEND THE COMPLEXITIES INVOLVED IN THE CREATION AND ANALYSIS OF A CHARACTER BY SATISFACTORILY COMPLETING THE FOLLOWING LEVEL.

Objective #1: The student will display knowledge of the following aspects of characterization and character analysis by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

1. Define the following terms and state their function in literature:

major character	confidant	hero
minor character	antagonist	heroine
arch-type	main hero	protagonist

2. Research and identify the various methods authors use to develop characters.

3. List the fundamental methods of characterization in novels.

4. List the function of each method of characterization.

5. Explain the circumstance under which an author would use one of the stated methods of characterization.

6. State the importance of the interaction between characters and the developmental aspects of a literary work.

7. Select a real or imaginary character. Write descriptions of the character from different points of view.

8. Define the following terms:

   decorum

   propriety

   dignity

9. Explain the use of the above terms in relation to an author's presentation of a character.

10. Relate the stated terms to a given character's development.

11. Define the term "setting" as it relates to character development.

12. State the general effect which setting has upon characterization.

13. List the ways in which setting may be used to reveal a character's personality.

14. Identify the manner in which "atmosphere" and"background" may aid in the development of a character.

15. State the importance of conflict in literature.

16. List the three basic types of conflict which confront man.

17. Identify the importances of conflict as it relates to characterization.

18. State the importance of dialogue in the development of characterization.

19. List the ways in which dialogue may be used to develop a character.

20. Define the following terms and state their importance in the development of a character:

    motivation tragic flaw

    force tragic force

    movement

21. State the various plot techniques an author may use to reveal a character's personality.

22. State the relationships between plot and characterization.

23. List the important aspects of the interaction between plot and characterization. List the five plot techniques an author may use to reveal a character.

24. State the relationship between author's point of view and characterization.

25. Explain the effect of author's point of view upon character development.

26. List the advantages and disadvantages of various points of view in the development of a character.

27. State the importance of empathy to the believability of a character.

28. List methods used by authors to evoke empathic responses from readers.

29. List various techniques used to develop local color.

30. Name a character who embodies this technique, and state the techniques used by the author in the development of the character.

31. State the relationship between "local color" and characterization.

32. Explain the manner in which dialect may be used to establish "local color".

33. State the effect of "tone" upon the development of a character.

34. State the function of a given character in a literary piece.

35. List and define types of characters in various literary works.

Objective #2: The student will comprehend the fact that a novelist's aim should be to create characters who emerge with potential for good and bad, who take on form as individuals, and who are capable of evoking the sympathy of the reader. This may be achieved by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

36. Use underexposed, overexposed, or double exposed photographs to explain the principle of individualization of character.

37. Identify the relationship between credibility of characters and the reader's interest by making a comparison between a person's interest in viewing amateur performances in acting or in some athletic event and his interest in viewing a skillful professional performance of the same event.

Objective #3: The student will increase in comprehension of the fact that a plot may have characters other than people by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

38. Describe "characters" in television shows featuring animals, such as, "Lassie", "Mr. Ed", "Flipper", "Gentle Ben", and others.

39. Identify characters in fables and myths.

40. Describe characters found in certain novels that are in this category. For example, Animal Farm, The Old Man and The Sea, Moby Dick.

41. Identify the main characters in a novel featuring animals as characters. Tell why the author uses animals to help communicate his message.

Objective #4: The student will comprehend the fact that the values of a character provide an insight into his behavior, that a conflict is always between two values or among several, and that an individual resolves each conflict by choosing the solution which gives him the greatest satisfaction at the moment. This knowledge will be gained by completing the following suggested activities as measured by the teacher judgment or teacher-made tests.

Activities:

42. In group or panel discussion, identify how values influence behavior.

43. Select several well-known plots (fables may again be used to good advantage) and discuss

the conflicts in terms of the values the characters espouse and the basis upon which they were resolved.

44. Given a novel, discuss orally or in writing the major and minor conflicts in terms of the values held by the competing characters and the basis upon which they are resolved.

Objective #5: The student will analyze an individualized character as contrasted to the stock or stereotyped character by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

45. Identify some of the stock or stereotype characters of television or the movies.

46. Research stock characters in various literary periods.

47. Identify the common stock or stereotype characters of present and recent novels.

48. Participate as a member of a panel discussion on the quality of characterization achieved by the author for the chief, major, and minor characters of a given novel.

Objective #6: The student will increase in comprehension of the fact that not every plot will have a clearly identifiable protagonist, or hero with whom his sympathies should lie by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

49. Identify prominent individuals whose actions are frequently controversial; for instance, the President, a school principal, a manager or coach of an athletic team, a policeman, a student leader. Pose hypothetical problems for each, alternative or different solutions, and the reactions of the "public" to each of the "protagonists".

50. Select a story containing such a circumstance and describe the elements involved in a determination of the "hero".

51. Use comic book heroes or T.V. heroes as the basis for a discussion. Refer also to "tall tale" heroes. Use concept of anti-hero in this context.

52. Write a short story in which the main conflict involves two central characters, both of whom might be regarded as heroes by different readers.

53. Given a novel which involves two central characters, both of whom might be regarded as heroes by different readers, explain the circumstances that cause this situation.

Objective #7: The student will increase in comprehension of the fact that he must look objectively at characters and ideas, both those he likes and those he does not like, by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

54. Recall situations (or personal experiences) in which some individual was treated unfairly because the person who settled the matter showed favoritism toward one of the parties involved. Apply this to plot situations and the reader's role relative to the protagonist and antagonist.

55. Note the role of a judge in conducting fair and impartial court procedure to insure objective consideration of contending parties' testimony. Make suitable application of this situation.

56. Discuss the thesis that a person's estimation of himself is almost always respectable.

57. Given a specific novel with a chief character whose behavior and thoughts you oppose, write an objective analysis of the motivation underlying his conduct.

Objective #8: The student will analyze whether the pattern of behavior of a given character is consistent with the impression of him established by the author by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

58. Discuss the question: "Can a leopard change his spots?"

59. Choose a major character and list his most significant actions. Then decide if any of them is inconsistent with the others and, if so, suggest the reason why.

Objective #9: The student will analyze the situations and episodes into which a character is placed and infer from his behavior the traits he possesses by completing the following suggested activities as measured by teacher-made tests.

Activities:

60. Discuss: "How do you choose (judge) your friends?"

61. Write an original fable or parable to illustrate a particular character trait.

62. Choose a major and a minor character from a given novel; indicate their significant actions, and then deduce their character traits from such actions.

IV. Plot

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE FUNCTIONS AND INTERACTION OF PLOT AND CHARACTER IN A NOVEL BY COMPLETING THE FOLLOWING LEVEL ACCEPTABLE ACCORDING TO THE TEACHER'S JUDGMENT.

Objective #1: The student will display knowledge of the terms: plot, protagonist, antagonist, plot line, anti-hero, character, situation, episode, climax, resolution, and conflict by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

1. Define the term "plot".

2. List and explain the various plot "types" used by authors.

3. Define the term "conflict" and list the basic types.

4. Explain the interaction between conflict and plot.

5. Name various stylistic devices used by author to develop plot lines.

6. Define all terms listed in Objective #1.

7. Suggest everyday situations in which the indicated terms are used or illustrated.

8. Jot down the key elements of an interesting television drama or movie recently viewed.

9. In group discussion, devise a number of real life experiences in which one or more persons are involved. Role play the persons involved in these experiences. Respond to one or more of the problems raised in such experiences.

Objective #2: The student will increase comprehension of the kinds of "action"---physical, mental, emotional, spiritual, and verbal--which an author creates as a plot device in any given novel by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

10. Given the verbs "know", "feel", and "believe", discuss the variety of meanings the terms suggest.

11. Point out well-known television or movie personalities whose most characteristic actions are physical, mental, emotional, spiritual, or verbal; specifying which of these actions are usually associated with the particular personality.

12. Select a character from a given novel and determine the kinds of action which he or she exhibits.

13. Discuss people who act on what they "know", on what they "feel", on what they "believe".

Objective #3: The student will analyze the interplay of physical action, mental action, emotional action, spiritual action, and verbal action in and upon the lives of a given character or characters in a novel by completing the following suggested activities as measured by teacher observations and/or teacher-made tests.

Activities:

14. Given a novel, identify and discuss examples of important physical, mental, emotional, spiritual, and verbal action.

15. Given an appropriate book, read aloud prechosen sections that illustrate a given type of action. Be as dramatic as possible.

Objective #4: The student will display comprehension of the fact that the plot of a novel is generally based on conflict by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

16. View a given picture of a scene free of conflict; then view a scene with conflict. Respond to the two scenes in terms of interest.

    a. Write a fable or rewrite an "oldie" in present day terms. Point out the morals showing how the "problems" were solved.

    b. Use a newspaper story or a "Dear Abby" situation in relation to above.

    c. Identify conflict in school activities such as student council elections and campaigns.

17. Explain the statement: "No 'good' news is news in the news media." (News thrives best on "conflict;" Hence, an absence of conflict is not good).

18. Read aloud several carefully chosen fables. Point out the conflict aspects of the plot.

19. Discuss in a group the topic: "Everyone has goals". Identify the possible conflict between one person's goal and another person's goal.

Objective #5: The student will display comprehension of the different kinds of conflicts the protagonist may experience by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

20. Select pictures of contemporary events portraying different kinds of conflict. (A scene of an athletic event would be excellent in showing man as an antagonist.

21. Select films or slides to be used as in activity 20.

22. Suggest elements of political campaigns which provide situations showing society as an antagonist.

23. Cite natural disasters to show fate, destiny, or supernatural forces as antagonists.

24. Describe two astronauts on a moon exploration mission, either simulated or drawn from recorded missions, to illustrate each type of conflict.

25. Select a book of the appropriate level and identify the conflict experienced by a protagonist.

26. Research the various plot forms of earlier literary periods. Share such findings as oral reports.

Objective #6: The student will display comprehension of the technique of dramatic tension in a novel by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

27. Create montages (drawings or pictures) portraying the key conflicts of the plot of a given novel progressing to their resolution. Place them in correct sequence and juxtaposition, discussing and interpreting the author's purpose for doing so.

28. Point out the key conflicts of the plot of a given novel in such a way as to reveal their progression to a resolution. Place them in correct sequence and juxtaposition, discussing and interpreting the author's purpose for doing so.

29. Given a novel, select a number of places where dramatic tension seems effective, and explain how the author achieved it.

Objective #7: The student will increase in comprehension of the fact that an author may combine several plot lines into a single novel as indicated by being able to discuss in class or on teacher-made tests, the concepts of major plot, subplot, double plot, and multiple plot. This may be achieved by completing the following suggested activities.

Activities:

30. Construct montages with other students, illustrating different story lines in the plot. Display them for the class's consideration. Decide upon how to classify them according to importance.

31. Parallel the lives of characters in a story to those in an average family.

32. Compose plot lines for an original story.

33. Given a novel, isolate each significant plot line. Then label each according to its importance.

34. Explain the structure of an intricate plot of a given novel.

Objective #8: The student will respond positively to the fact that a novelist sometimes poses complex problems, reflecting contrasting values in society, for which he will provide no positive, immediate solution. Each student will perform one of the following suggested activities which deal with a controversial issue in a manner acceptable to the teacher. Evaluation will be by teacher observation and/or teacher-student critique.

Activities:

35. a.) Be prepared to offer opinions in group discussion on certain key issues of life and the world in general. (The parallel between the class's inability or difficulty in achieving consensus on these issues and the author's aims and his difficulties should be obvious.)

    b.) Do research in the media center exploring the differences in the plots of 19th and 20th century novels. Present a comprehensive report of the findings.

36. After reading a novel dealing with a controversial issue, explain the author's approach to the problem, conclusions, and your reaction to them.

37. Select a novel written by an Afro-American (or a person from another ethnic minority) which deals with a controversial issue. Explain the author's approach to the problem, his apparent conclusion, and your reaction to them.

Objective #9: The student will analyze the manner by which an author has employed the elements of a given plot to achieve a certain purpose(s), and the degree to which he has succeeded as measured by teacher-made tests.

Activities:

38. Following a general group discussion of the plot of a given novel, discuss the resolution of the plot and suggest its significance.

39. Participate in a seminar in which these questions may be addressed.

Objective #10: The student will increase in comprehension of how the author uses the setting or locale of the action to promote, reinforce, or complement the unfolding of the plot in a given novel by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

40. Select a number of specific phases representing the action of a given novel. Then identify the important aspects or features of the environment in which the action takes place.

41. Identify the importance of the scenery of a play to an appreciation of the dialogue. Compare the way the scenery of a play functions with the way setting functions in a novel.

Objective #11: The student will increase in comprehension of the importance of suspense as an element of power in the plot and demonstrate ability to describe methods the author uses to create suspense by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

42. View a sequence of scenes on transparencies for the overhead projector.

43. With teacher assistance, select episodes from one or more novels containing suspense and determine the method(s) the author uses to achieve this suspense.

44. Consult texts in the media center describing the art of writing fiction, focusing upon the sections dealing with suspense, and present a report to the class.

Objective #12: The student will increase in comprehension of an author's use of surprise as an element of power in the plot of a novel by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

45. View a sequence of scenes on transparencies for the overhead projector.

46. In a given novel, select the points at which the author employs surprise as an element in the plot. Explain the impact its use has upon the events of the story.

Objective #13: The student will increase in comprehension of an author's use of irony in its various forms by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

47. Select several fables for illustrating irony.

48. a) Select cartoons to illustrate irony.

    b) Cite selected incidents and dialogue from a given novel for further insights on irony; or, again, real life situations with unexpected results.

49. Use blownup or enlarged pictures of optical illusions to indicate the basic idea of irony: a discrepancy between appearance and reality. If possible, prepare them for projection on the overhead projector.

50. Use illustrations on transparencies for illustrating both irony of situation and dramatic irony.

51. From a given novel select three examples of dramatic irony and three examples of verbal irony, and explain their use by the author.

Objective #14: The student will increase in comprehension of an author's use of intrigue by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

52. Utilize a series of teacher-prepared transparencies depicting elements of intrigue. (A talented student would be willing to draw the scenes according to the teacher's "script" or montage.)

53. a) Identify intrigue in T.V. shows, especially mysteries or detective shows.

    b) Be prepared to discuss student experiences for further examples of intrigue.

54. From a given novel, trace the set of events which constitute an intrigue, and describe the outcome.

Objective #15: The student will increase in comprehension of an author's use of foreshadowing, by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

55. In group discussion with teacher guidance, identify verbal signals for foreshadowing.

56. Cite examples of how movies and television drama signal these episodes by a fadeout or a shimmering screen.

57. In given stories, identify and discuss the author's use of this device.

Objective #16: The student will increase in comprehension of an author's use of the flashback by completing the following suggested activities as measured by teacher judgment and/or teacher-made tests.

Activities:

58. In group discussion with teacher guidance, identify the verbal signals for the flashback.

59. Cite examples of how movies and television drama signal these episodes by a fadeout or a shimmering screen.

60. In a given story, students may identify and discuss the author's use of the flashback.

V. Style

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE IN KNOWLEDGE OF THE ELEMENTS WHICH COMPRISE AN AUTHOR'S STYLE AND DISPLAY KNOWLEDGE OF THE VARIOUS STYLISTIC DEVICES WHICH MAY BE EMPLOYED BY AN AUTHOR BY SATISFACTORILY COMPLETING THE FOLLOWING LEVEL.

Objective #1: The student will display knowledge of the various aspects of an author's style by satisfactorily completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

61. Define the term "style" and list various techniques which may differentiate one author's style from another.

62. Define the term "ornamental writing" and list some of its characteristics.

63. Write a descriptive paragraph employing ornamental device.

64. List at least three authors who are characterized by this style.

65. List at least three literary works which are examples of ornamental writing, and explain why they fit into this category.

66. State the effects of ornamental writing upon the thematic development.

67. Present arguments for and against the use of ornamental writing in literature.

68. Define and list characteristics of "forceful writing".

69. Research writers who use this style of writing and list the reasons why forceful writing has become their mode of communication.

70. Define term "forceful writing". Write a paragraph employing methods used by forceful writers.

71. List at least three authors representing this style of writing.

72. Define and list characteristics of "conceit" writing.

73. List at least three authors representative of this style.

74. Write a brief paragraph employing this technique. Give at least five examples of sentences representative of this technique.

75. Define and list characteristics of "rhythmic" writing.

76. List three authors representative of this style. Write three sentences employing this technique.

77. Define and list characteristics of "pedestrian" writing. State the effects desired from such writing.

78. List authors representative of this style. Write a paragraph employing this technique. Given three different paragraphs, choose the one representative of pedestrian writing.

79. Define and list the characteristics of "scenic" and "artificial" writing.

80. List examples of literature which represent each style. State the importance of the use of each type relative to thematic development.

81. Define and list characteristics of writings labeled as follows:

    a. comic

    b. burlesque

    c. whimsy

    d. caricature

    Prepare a list of authors and works representative of the types listed. State the basic intent of each type.

82. Write a paragraph exemplifying each type of writing.

83. Given a series of paragraphs representative of various styles of writing, choose those which are representative of the styles listed above. Identify characteristics which place the writings in the various categories.

84. Define and list characteristics of writings labeled:

    a. satire

    b. cynicism

    c. lampoon

    d. irony

    e. sarcasm

    f. parody

    g. lambast

85. State the basic intent of each type. Prepare examples of each type.

86. Write a short story implementing one of the techniques listed.

87. Given a series of paragraphs, identify those which are characteristic of the techniques listed. Identify the paragraphs as to type and methods used to develop the paragraphs.

88. Define and list the characteristics of "vivid" and "dull" writing.

89. Define each term and list at least two authors for each category.

90. Given examples of paragraphs representative of both styles identify each and give reason for labels.

91. Define and list the characteristics of the device called verisimilitude.

92. Give at least two examples in sentence form. Write a paragraph employing this technique.

93. Define and list the characteristics of "Belles "Lettres." Prepare an argument for or against "Belles Lettre" as an effective style of writing.

94. List at least three authors representative of this type work and name their works as well.

95. Define and list the characteristics of "bestiary" literature. Give examples of such writing.

96. Define and compare "objective" and "subjective" literature. State the advantages and limitations of each type of writing.

97. List at least three authors representing each style and name two of their works.

98. Given examples of various styles of writing, choose those which are either subjective or objective and give reason for your choice.

99. Define and list the characteristics of "suspense" writings. Compare the term "suspense" writing to "gothic" literature.

100. Write a short story employing techniques of such writing.

101. Define and list the characteristics of terms: "stream of consciousness" and "flashback" as they refer to literature. Prepare a list of authors and their works relative to "stream of consciousness". Identify the thematic nature of most literature which employs this technique.

102. Write a short story employing one of the methods listed.

103. Define and list the characteristics of"point of view" as it is used in literature. Identify point of view from which a story is told. State how point of view affects a novel's meaning.

104. Write various paragraphs employing different "points of view".

105. Given various literary selections, state the point of view employed and its effect on the writing.

106. Define the following terms:

Colloquialism

Slang

Dialect

Pronunciation

Sensualism

Symbolism

Coined words

107. Define and list the characteristics of the term "innuendo". State the manner in which innuendo is used as a literary device.

108. Define the terms "monologue" and "dialogue". List the reasons why an author would use monologue or dialogue. State the purpose of monologue (soliloquy) or dialogue as it relates to the thematic development of a story line.

109. Punctuate correctly a paragraph containing dialogue.

110. Convert a paragraph written in narrative form into an interesting paragraph employing dialogue.

111. Define and state the use of inversion as a literary technique. State the effect of inversion upon the development of a literary piece.

112. Given a paragraph written in straight narrative, use inversion to add interest and variety.

113. Define the term "local color". State the techniques used by authors to effectively create local color. Explain the importance of local color to an entire literary work.

114. Name at least three authors and their works which typify the use of local color.

VI. Periods of Development

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE CHARACTERISTICS OF NOVELS FROM VARIOUS PERIODS OF ENGLISH LITERATURE BY SATISFACTORILY COMPLETING THE FOLLOWING LEVEL.

Objective #1: The student will display knowledge of the characteristics of novels from various periods of English literature by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

115. Investigate the characteristics of literature from various periods of development.

116. State the predominant philosophical attitude of each of the different periods.

117. Itemize each of the predominant literary devices used by authors of different periods.

118. Name ten characteristics of a given period.

119. Name at least five authors representative of different periods.

120. Identify significant historical occurrences which have affected the literature of a period.

121. Prepare a report about a given period containing complete information.

122. List the differences and similarities of two given periods of writing.

123. Match examples of period writings with the proper period.

124. Classify a given novel according to its period. List criteria which substantiate the placement.

125. Research and prepare a report analyzing one of the following periods of literature:

428-1100 Old English Period

1100-1350 Anglo Norman Period

1350-1500 Middle English Period

Humanistic

1500-1660 The Renaissance Period

Rationalistic Period

1500-1557 Early Tudor Age

1558-1603 Elizabethan Age

1603-1625 Jacobean Age

1625-1649 Carolinian Age

1649-1660 The Commonwealth Interregnum

1660-1789 The Neo-classical Period

The Colonial Period

1660-1700 The Restoration Age

1700-1750 The Augustan Age

1750-1798 The Age of Johnson

Gothic Age

1798-1870 The Romantic Period

1798-1832 The Age of the Romantic Triumph

1832-1870 The Early Victorian Age

Impressionsim

Transcendentalism

1870-1914 The Realistic Period

The Naturalistic Period

VII. Critical Analysis

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO ANALYZE A NOVEL CRITICALLY BY COMPLETING THE FOLLOWING LEVEL.

Objective #1: The student will display comprehension of the elements or factors which motivate a given character of a novel by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

126. Analyze, orally, the behavior of a well-known television movie character.

127. Given a character, first point out his significant actions, then determine all factors which contributed to his behavior.

128. Write a character analysis of a major or minor character in a novel.

Objective #2: The student will analyze the degree of consistency between the motivations and behavior of a given character by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

129. Discuss in a group, with the teacher as a guide, the meaning of "credibility" as the degree to which a given event is the predictable outcome of a promise or expectation. Describe the credibility of various familiar experiences, such as, parental behavior, friends' actions, the performance of outstanding athletes, actions of T.V. personalities, and similar examples.

130. List the major actions - physical, mental, and verbal - of a given character and analyze them in terms of their consistency.

131. Describe persons in real life whose behavior seems similar to that of a given character. (These real life persons may indeed perform actions which are seemingly inconsistent with the expectations of those who thought they knew them very well.)

132. Write or give orally an analysis of the main character of a given novel, pointing out any elements that seem inconsistent with his motivations or with human nature as we know it.

Objective #3: The student will analyze the elements which motivate a given character and determine whether they are clear, adequate, and probable under the given circumstances by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

133. In a group discussion (or as an individual) choose a given character, isolate the factors which contribute to his behavior and judge them in terms of clearness, adequacy, and probability.

134. Perform the preceding activity as a written exercise.

Objective #4: The student will analyze the plot of a given novel and determine whether it is consistent in terms of its development in relation to the characters involved by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

135. Illustrate the concept of consistency by pointing out the fact that manufacturers of appliances and cars recommend replacing defective parts of their products with their own replacement parts in order to insure smooth operation. (This proper fitting of parts in mechanical things can be compared to the elements of a plot.)

136. Isolate all of the significant elements of the plot of a given novel, considering their relationships to each other and the consequences flowing from various actions, circumstances, and events. This may be done orally or in written form.

Objective #5: The student will analyze the plot of a given novel in terms of whether it is consistent with life as we perceive it by teacher observation and/or teacher-made tests.

Activities:

137. In group discussion with the teacher as a guide, discuss situations in which all people do not perceive life in the same way. (A novelist will portray life from his bias or perspective.)

138. Discuss and analyze the plot of a given novel in terms of causes and effects, the relation of character to fate, and the role of chance, coincidence, or accident.

Objective #6: The student will analyze the basis for and the degree of the dramatic power of a given novel by discussing the elements of plot, characterization, style, and theme identifying those which contribute to the dramatic power of the novel as measured by teacher observation and/or teacher-made tests.

Objective #7: The student will respond to the dramatic power of a given novel by reacting positively or negatively in class discussion as measured by teacher observation and/or teacher-made tests.

Objective #8: The student will display comprehension of the central idea, theme, or underlying philosophy of a given novel by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

139. Select a popular movie or television drama and state the main idea or theme of the story.

140. Decide what the title of a given novel means.

141. Suggest possible themes of a given novel listing reasons for thinking so.

Objective #9: The student will analyze the values, thoughts, and ideas expressed by the author in a given novel as measured by teacher judgment and/or teacher-made tests.

Activities:

142. Given a novel, write an essay analyzing the author's main ideas. Support or refute his thoughts, citing evidence from the novel, your own views, or other evidence.

143. Given critics' analyses describing the beliefs of an author according to his works, describe your own judgment of his beliefs ascertained from reading one or more of his works.

144. Participate in a seminar in which these objectives will be discussed.

145. Summarize the opinions offered during the seminar in outline form.

Objective #10: The student will evaluate the psychological impact the ideas and actions developed in a given novel will have upon himself and the effect they might have upon others as measured by teacher observation.

146. Name certain books that have had great impact upon social conditions in the world.

147. Cite a television show that has a satirical strain, and offer views as to the phychological impact of the ideas and actions upon the viewers.

148. Identify the kinds of reactions that might be expected in certain human situations or experiences; for example, hatred, tragedy, sorrow, love, conflict, courage, heroism, disappointment, humor, etc. Name some novels in which these situations or experiences were strongly developed.

149. State several of the main ideas derived from a given novel and consider their possible impact upon readers.

150. State as clearly as you can the author's purpose in writing a given novel, and estimate the relative impact his work is likely to have upon his readers.

Objective #11: The student will analyze the effectiveness of the elements of the setting of a given novel by identifying the significant elements of the setting and discussing their relative effectiveness as measured by teacher observation and/or teacher-made tests.

Objective #12: The student will analyze the style of a given novel by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

151. Given possible categories or descriptive headings under which the style of a given novel might be placed, note the characteristics common to that type of novel. Apply these characteristics through class discussion and/or teacher-made tests.

152. Analyze the style of a given novel in terms of its appropriateness to the subject matter, diction, clearness, and tone.

153. Study the style of a given author, doing research as necessary.

154. Compare characteristics of novels of various literary periods. (The media center will provide numerous sources for this information.)

Objective #13: The student will display comprehension of the major purpose or purposes of an author in a given novel by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

155. Do research in the media center on the writer's life, searching for those factors that might have influenced his outlook on life.

156. View given films that dramatize and elucidate the background of the writer.

157. Express individual insights into the author's purpose for writing a given novel. Be prepared to support such views.

Objective #14: The student will evaluate the degree of success (or failure) of a given novelist in achieving his objective in a given novel as measured by teacher observation and/or teacher-made tests.

Objective #15: The student will respond positively or negatively to what is construed to be the purpose of a given novelist's work as measured by teacher observation and/or teacher-made tests.

Objective #16: The student will evaluate the ideas set forth in a given novel with tolerance even though they may not be in harmony with his own by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

158. Describe a reaction to ideas, views, or opinions that you do not agree with. Isolate some of these ideas and observe how many others in the group support these ideas and how many oppose them.

159. Discuss in detail some ideas in a given novel that you are in strong disagreement with. Elaborate, fully, the rationale that the author sets forth to support these ideas.

Objective #17: The student will display a value for ideas set forth in a given novel as measured by teacher observation and/or teacher-made tests.

Objective #18: The student will evaluate a novel with an awareness of the difference between merely liking or not liking a piece of literature and fairly judging its excellence and its defects.

Activities:

160. Suggest analogies of things many people have a dislike for but which nevertheless have an excellence related to their function; for instance, many people do not like snakes, certain jungle cats, or other wild creatures; yet they would also probably agree that these are splendid specimens of wild animals. A similar point of view should be taken toward works of literature and other forms of art.

161. Utilize models or representations of disliked objects to heighten visual force of feelings toward the objects.

162. Explain why you dislike a particular novel, but include in your discussion an estimate of the overall merits of the work.

POETRY: ANALYSIS AND WRITING

MAJOR OBJECTIVE I: Poetry Comprehension and Analysis

THE STUDENT WILL INCREASE HIS COMPREHENSION OF THE THREE DIMENSIONS OF POETRY AND IMPROVE HIS ABILITY TO ANALYZE POETRY BY SATISFACTORILY COMPLETING THE FOLLOWING LEVELS.

Objective #1: The student will increase his knowledge of the sensory dimension of poetry by satisfactorily completing the following activities as measured by teacher observation, teacher-student evaluation, and teacher-made tests.

Activities:

1. Provide some examples of words that best suit a theme or a mood.

   A. Quiet words
   B. Noisy words
   C. Slow words
   D. Quick words

2. Create sentences using one of the four types of words listed above.

3. Create a mood or feeling through word selection by writing one line for each mood or feeling.

4. Select a word that best captures the essence of various common everyday sounds.

5. In the form of a single, well chosen word, select a title for a picture shown to you, centering on one specific element of the picture.

6. Discuss your title on the basis of the following questions.

   A. Is the title clear and accurate?
   B. Does it enable the viewer to see the picture in a different light?
   C. Could it provide someone with a new understanding?

7. Describe stimuli provided each student by the teacher.

   A. Smell - perfume, spices, wood, etc.
   B. Sound - various produced or recorded sounds, objects placed in a box to provide sound only.

C. Touch - grass, liver, etc.
D. Taste - salt, grapefruit, etc.

8. Select the best description from all provided by the above activity.

9. Write a list of words arranged in order of intensity.

10. Define "imagery" selecting examples from poems provided by the teacher.

11. Define metaphor and simile, selecting examples.

12. Create metaphors and similes on topics provided by the teacher.

13. Define "allegory", selecting examples from poems provided by the teacher.

14. Explain objective correlative and its function in a poem. Provide examples with satisfactory explanations.

15. Select a poem from a number of poems provided by the teacher and analyze the poem on the basis of all the material covered in the sensory dimension.

A. Vocabulary
B. Mood
C. Imagery
D. Metaphor
E. Allegory
F. Objective Correlative

Objective #2: The student will increase his knowledge of the formal dimension of poetry by satisfactorily completing the following activities as measured by teacher observation and teacher-made tests.

Activities:

16. Explain onomatopoeia, alliteration, and assonance, providing an example of each and an explanation of its effect in a poem.

17. Scan a line of poetry and be able to provide the proper nomenclature for any poem assigned.

A. Determine the number of feet per line in a poem as well as naming the type of line. (pentameter, octameter, etc.)

B. Determine the beat or rhythm of a poem and the proper name for such a rhythm. (iambic, anapestic, dactylic, trochaic)

18. Determine which syllable of a word is stressed or unstressed.

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19. Determine which syllables of a line are stressed or unstressed.

20. Create a line following a predetermined arrangement of stresses.

21. Determine the rhyme scheme of a poem and provide the proper notation of such.

22. Distinguish and explain the differences between random line, blank verse, and free verse, and provide examples for the above.

23. Distinguish the specialized structures of some poems: Haiku, Tanka, Sonnet, etc., as well as analyzing all of their aspects of formal dimension.

Objective #3: The student will increase his knowledge of the rational dimension of poetry by satisfactorily completing the following activities as measured by teacher coservation, teacher-student evaluation, and teacher-made tests.

Activities

24. Explain the different levels of meaning of the line "Walk with light."

25. Interpret various poems selected by the teacher, both in groups and individually.

26. Give reasons for interpretation with reference to the poem and to experiences.

27. Explain an application of the meaning of a poem to life.

28. Select a poem from a number of poems provided by the teacher and analyze one poem on the basis of all the material covered in the formal dimension.

A. Determine the meteor of the poem.
B. Determine the rhythmic pattern.
C. Note the rime scheme.
D. Note and comment on one use of onomatopoeia, alliteration, and assonance.
E. Interpret the poem.
F. Give reasons and support for the interpretation.
G. Apply the lesson of the poem to life experience.

MAJOR OBJECTIVE II: Poetry Writing

THE STUDENT WILL APPLY KNOWLEDGE OF EFFECTIVE POETIC STYLE AND MECHANICS TO THE CREATION OF ORIGINAL POETRY AT AN ACCEPTABLE LEVEL OF COMPETENCY AS JUDGED BY TEACHER/STUDENT CRITIQUE.

Objective #1: The student will increase in knowledge of existing published poetry as measured by teacher observation and teacher-made tests.

Activities:

29. Listen to and become familiar with the style and content of several readings (preferably recordings) of published poets.

30. Invite a poet or poetry editor (journalist) to a round-table discussion of the qualities necessary for the appreciation and creation of poetic expression.

31. Read selected works of several poets and be prepared to comment on various features present: imagery, form, mood, content, and special effects.

Objective #2: The student will synthesize knowledge of poetry to produce one or more poems in a style preferred by the student. Evaluation will be by teacher/student critique.

Activities:

32. Identify relationships between poetry and music by listening to selected recordings and reading published ballads.

33. Examine old English and folk ballads and put some of the words to music.

34. Compose words and music for an original ballad.

35. Examine the lyrics and music of several modern songs and identify elements of poetry.

36. Plan and implement an in-depth project to analyze the uses of imagery in poetry including the following figures of speech: simile, metaphor, personification, onomatopoeia, and hyperbole.

37. Write a poem of not less than sixteen lines utilizing any of the poetic forms previously studied.

38. Identify the features and dimensions of the poem and the uses of imagery.

39. Present the poem for class discussion and analysis.

THE SHORT STORY

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF THE SHORT STORY AS A LITERARY FORM BY SATISFACTORILY COMPLETING THE FOLLOWING LEVEL.

I. The Nature of the Short Story

Objective #1: The student will comprehend a basic definition of the short story by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

1. Engage in group discussion to grasp the concept of a narrative by having individual students relate orally, in as interesting a manner as possible, true incidents they have experienced or know of. Identify introductions, situations, incidents, problems, endings, or any other elements felt necessary to an understanding of the scope and ingredients of the short story.

2. Bring a short story to class. Observe the different lengths of those from magazines, anthologies, digests, etc. Recognize the flexibility of lengths of short stories.

3. Classify the sample short stories as: mystery, detective, terror, character analysis, incident, surprise, etc.

Objective #2: The student will increase his comprehension of the basis of appeal of the short story by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

4. Suggest own ideas as to why the short story is a popular literary form.

5. Discuss the reasons why short stories are entertaining to many people.

6. Introduce students to the wide range of types of short stories, stressing the appeal they can make to a wide variety of reading public.

Objective #3: The student will comprehend the relationship of the nature of the short story to the approach of the writer.

Activities:

7. Discuss how the length of a short story might affect a writer's approach to the narration of his story.

8. Given various aspects of the narrative: plot, characterization and conflict, discuss possible ways that various authors might handle them within the framework of the short story. Recognize the restraints placed upon the short story writer.

9. Cite some striking or memorable short stories which contain unique treatment by the writer of any of the aspects of short story craftsmanship and describe the writer's techniques.

II. Ingredients of the Short Story

Objective #4: The student will display knowledge of the terms plot, character, setting, protagonist, antagonist, hero, anti-hero, point of view, action, crisis, climax, accident, struggle, complication, outcome, theme, ending, moral, suspense, irony, foreshadowing, flashback, and fate by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

10. In group discussion with the teacher as a guide, suggest situations in which the indicated terms are used or illustrated. Explain the meanings of each term they have used.

11. Graphically portray each of the terms. Choose scenarios that illustrate the terms. Teacher guidance should provide accuracy to the illustrations. Graphics can be reproduced on transparencies for showing on the overhead projector, or they may be reproduced as a series of posters, given identifying labels, and mounted in the classroom.

12. Optional: film events that will illustrate some of these terms.

13. Use available commercially prepared transparencies to grasp the meanings of these terms.

14. Obtain appropriate audio-visual materials from the media center.

15. Research the terms in resource books.

16. Write short stories to be read in class. The teacher may then lead the students into constructive analysis of them, pointing out as many of the elements of the short story as possible.

III. Critical Appreciation of the Short Story

Objective #5: The student will display comprehension of the problem the author has posed in a given short story by completing the following suggested activity as measured by teacher observation and/or teacher-made tests.

Activities:

17. In class discussion, consider the central problem developed in the plot of a given short story. Also, discuss any subsidiary problems in the narrative.

Objective #6: The student will evaluate how well the writer of a short story has solved the problem posed in the narrative by completing the following suggested activity as measured by teacher observation and/or teacher-made tests.

Activities:

18. In a class discussion, consider the way the writer of a short story has resolved the problem he posed in the narrative, in terms of its logical development.

Objective #7: The student will analyze the effectiveness of the portrayal of characters in a given short story by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

19. Underexposed, overexposed, or double exposed negatives might be used to explain the principle of individualization of character.

20. The relationship between credibility of characters and the reader's interest can be shown by making a comparison between a person's interest in viewing amateur performances in acting or in some athletic event and his interest in viewing a skillfull professional performance of the same event.

Objective #8: The student will respond to the ideas and events of a given short story in terms of its overall impact upon his thinking by completing the following suggested activity as measured by teacher observation and/or teacher-made tests.

Activities:

21. Express orally or in a written essay your reaction to the ideas and events developed in a given short story.

Objective #9: The student will evaluate the significance of the theme of a given short story in terms of its relevance to life by completing the following suggested activity as measured by teacher observation and/or teacher-made tests.

Activities:

22. Express what is construed to be the theme of a given short story and its significance in terms of its relevance for life.

Objective #10: The student will display a value for the central purpose for which a short story was written as indicated by teacher observation and/or teacher-made tests.

Objective #11: The student will evaluate the artistic technique of the writer of a given short story by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

23. Refer to the elements of the short story defined in Objective #4. Identify the technical qualities of each of them as developed in a given short story.

24. As a member of a class group, accept an assignment of some aspect of the short story. Analyze it from a technical point of view and report findings to the rest of the class.

25. Compare the styles of two short stories by different writers, which treat the same theme.

26. Compare the styles of several short stories by the same writer.

SURVEY OF WORLD LITERATURE

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS COMPREHENSION OF SEVERAL CULTURES BY READING THE LITERATURE OF THE CULTURES AND BY COMPLETING THE FOLLOWING ACTIVITIES TO A LEVEL OF PROFICIENCY AS DETERMINED BY THE TEACHER.

Activities:

The following activities are suggested in addition to the usual reading and writing assignments given by the teacher.

1. Stage and direct one of the plays by Sophocles or Euripedes according to the traditions of the early Greek playwrights.
2. Discuss, in essay form, the conflict of Antigone by relating it to a current social problem.
3. Write a fable according to the formula followed by Aesop.
4. Investigate the reasons for and the circumstances surrounding one of the numerous incidents involving the persecution of the Jews. Relate this information to the Hebrew literature being read in class.
5. Survey several or read in depth one of the Chinese philosophers.
6. Investigate the traditions of one culture which is very unlike the American culture.
7. Become familiar with the folk tales of one country by using the books and recordings found in the media center.
8. Develop a slide or film presentation using techniques of propaganda in order to present a favorable view of the United States to a Communist country.
9. Evaluate several articles and/or films about Russia which are produced in the Soviet Union particularly for English speaking countries.
10. Select and read a substantial literary work of any non-American writer and write an essay in which you discuss the effects of that culture upon the work's themes or author's philosophy.

11. Use the filmstrips in the media center or any books and periodicals to increase your knowledge of a culture you are most interested in.

12. Make a collage to illustrate the modern Russian or Chinese philosophy of life.

13. Write and illustrate a travel folder of your favorite country. Use a strictly cultural and literary emphasis.

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SURVEY OF AMERICAN LITERATURE

MAJOR OBJECTIVE

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE DEVELOPMENT OF AMERICAN LITERATURE FROM THE BEGINNINGS UP TO AND INCLUDING THE CIVIL WAR BY COMPLETING THE FOLLOWING SUGGESTED ACTIVITIES AS MEASURED BY TEACHER OBSERVATION AND/OR TEACHER-MADE TESTS.

Objective #1: The student will increase his knowledge of writing styles of various authors of earlier periods as selected by the teacher and detailed in the activities listed below. Achievement will be evaluated by teacher and/or student and teacher critique.

Activities:

1. Describe each of the periods outlined by the teacher.

2. Select more than one author from each period, preferably an author to represent the different forms of writing, and analyze the position of the authors in relation to the period.

3. Explain styles, themes, forms of writing, and attitudes of authors chosen in #2.

4. Compare the characteristics of any given period with those of another.

5. Examine any filmstrip available noting pertinent information relative to the respective period.

6. Arrange for and listen to "experts" on periods and authors studies. These experts may be college personnel, social studies teachers, or other professionals.

7. Do one in-depth research paper concerning a particular aspect of one author or one period (not biography). Any and all critical materials available should be used in the research.

Objective #2: The student will demonstrate his ability to apply his knowledge of writing styles in relation to the improvement of his skills in oral and written communication by engaging in the following suggested activities. Minimum performance is to be determined by the teacher.

Activities:

8. Identify the following skill elements in literature:

   a. Descriptive writing of: early settlers, short story writers, novelists, poets.

   b. Functional writing of: early settlers.

   c. Word choice of: religious writers, political orators.

   d. Argument and persuasive technique of: religious writers.

9. Perform written and oral activities specifically related to each skill identified in the context of the above objective. For example, write a religious sermon based on your own personal religious beliefs by employing persuasive techniques and word choice of religious writers.

Objective #3: The student will evaluate authors by comparing them to each other and to the continuing development of literature through guide questions and activities listed below. These will be evaluated by the teacher on the basis of class discussion, written work, observation, and teacher-made tests.

Activities:

10. Explain why early writers wrote functional descriptions in diary form. Compare this to later writings.

11. Summarize the position of religion in the early colonies.

12. Analyze the change in religion as indicated in the writings studied.

13. Explain how each author demonstrates the writing style of his time.

14. Compare authors on the basis of styles, themes, and attitudes of their times.

15. Relate supplemental readings to the scheduled readings of the class.

Objective #4: The student will demonstrate knowledge of the development of each form listed below with reference to authors, periods, themes, and style.

a) American Short Story
b) The Essay

Evaluation will be on the basis of teacher evaluation of the activities listed.

Activities:

16. Trace the development of the American Short Story from the beginnings of American Literature up to and including the Civil War.

17. Trace the development and use of the essay from the beginnings of American Literature up to and including the Civil War.

SURVEY OF AMERICAN LITERATURE, PART II

MAJOR OBJECTIVE

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE DEVELOPMENT OF AMERICAN LITERATURE FROM THE CIVIL WAR TO THE PRESENT TIMES BY COMPLETING THE FOLLOWING SUGGESTED ACTIVITIES AS MEASURED BY TEACHER OBSERVATION, ORAL AND WRITTEN REPORTS, PRESENTATION, AND TEACHER-MADE TESTS.

Objective #1: The student will demonstrate his knowledge of the writing styles of various periods and authors as selected by the teacher and detailed in the following activities. Achievement will be evaluated by teacher and/or student and teacher critique.

Activities:

1. Describe each of the periods outlined by the teacher.

2. Select authors representing different styles of writing for each period studied.

3. Analyze the position and contribution of each of the above selected authors in relation to the period they represent, the period(s) that affected them, and the period(s) they affected.

4. Compare the literary characteristics of any given period with those of another.

5. Examine any filmstrip available on this subject and pertinent information relative to the respective period.

6. Arrange for and listen to "experts" on certain periods and authors studied. These experts may be college personnel, social studies teachers, or other professionals.

7. Present a pictorial summary of a period's theme, life style, and attitude.

8. Submit an in-depth research paper concerning one aspect of an author or period (not biography). Any and all critical materials available should be used in the research.

9. Analyze in a report the effect of religion, politics, and society in general on the literature produced in a given period.

10. Select a problem in society today and:

    a) Read the literature written which concerns that problem, and

    b) Determine the contribution of literature in identifying, organizing, and solving that problem.

11. Relate supplemental readings to the scheduled readings of the class.

Objective #2: The student will demonstrate his ability to apply his knowledge of writing styles in relation to the improvement of his skill in oral and written communication by engaging in the following suggested activities.

Activities:

12. Identify the following skill elements in literature:

    a. Descriptive writing of novelists, short story writers, poets.

    b. Dialects

    c. Narration

    d. Creative writing

13. Perform written and oral activities specifically related to each skill identified in the context of the above objective. For example, write a poem according to the creative influences and style of e. e. cummings.

Objective #3: The student will display knowledge of the development in America of basic forms of writing by summarizing the development of each form listed below with references to authors, periods, themes, and style as evaluated by student and teacher critique.

    a) American Novel

    b) American Short Story

    c) Newspapers, magazines

Activities:

14. Trace the development of the above from its introduction or invention to present times. Special emphasis should be placed on post Civil War developments.

SURVEY OF ENGLISH LITERATURE I

MAJOR OBJECTIVE

THE STUDENT WILL DISPLAY KNOWLEDGE OF THE PERIODS OF DEVELOPMENT IN ENGLISH LITERATURE BY COMPLETING THE FOLLOWING SUGGESTED ACTIVITIES AS MEASURED BY TEACHER OBSERVATION AND/OR TEACHER-MADE TESTS.

Activities:

1. Investigate the literary characteristics of the following periods:

a.	Old English	488-1100
b.	Middle English	1350-1500
c.	The Renaissance	1500-1660
d.	Elizabethan Age	1558-1603
e.	Jacobean Age	1558-1603
f.	Caroline Age	1625-1649
g.	Commonwelath	1649-1660
h.	Neo-Classical	1660-1798
I.	Restoration	1660-1700
j.	Augustan Age	1700-1750
k.	Age of Johnson	1750-1798
l.	Romantic Period	1798-1870
m.	Early Victorian Age	1832-1870
n.	Late Victorian Age	1870-1901
o.	Realistic Period	1870-1914
p.	Edwardian Age	1901-1914
q.	Contemporary Period	1914-
r.	Modern Period	1946-

2. List the political, social, and historical characteristics of any of the above periods.

3. Name at least five authors representative of any specified period.

4. Compare the characteristics of any given period with those of another.

5. Examine any appropriate filmstrip available noting pertinent information relative to the specified period or periods.

6. Invite and listen to college personnel who are experts on a given period.

7. Talk to a Social Studies teacher in the school in order to obtain information about the history and culture of a given period which influenced the writing of the period. Report the findings to the class.

8. Prepare a written report on the periods of English Literature. The report should contain: a) complete information on the background of the period, and b) the effects of historical occurrences on the writing to be found in the period. Include no less than five authors representing a specified period.

SURVEY OF ENGLISH LITERATURE, PART II

MAJOR OBJECTIVE

THE STUDENT WILL ANALYZE THE ROMANTIC, VICTORIAN, AND MODERN PERIODS (1798 TO THE PRESENT) OF ENGLISH LITERATURE BY IDENTIFYING THE HISTORICAL EVENTS AND SOCIAL AND CULTURAL CHANGES WHICH ARE REFLECTED IN THE WRITINGS OF THOSE TIMES AS MEASURED BY A TEACHER-MADE TEST AND COMPLETION OF THE FOLLOWING ACTIVITIES TO A LEVEL OF PROFICIENCY MEASURED BY THE TEACHER.

Activities:

1. Use a basic text as the source of common class readings and discussions of pertinent literary periods.

2. Choose one writer from each period to read in depth. Use the media center for additional materials.

3. Use filmstrips and available reference books to increase knowledge of the historical events of the Romantic, Victorian, and Modern Periods.

4. View the filmstrips entitled "The Romantic Age" and "The Victorian Age" as a survey of the major writers of those periods.

5. Prepare, in small groups, a creative project which will give immediate relevance to any theme expressed by a major writer of the Romantic Period.

6. Report, as a group project, on any aspect of the Victorian Period which will help to explain Victorian morality and values. Examples: rise of science, Industrial Revolution, religion, growing middle class, education, architecture, etc.

7. Make a collage depicting the major themes of the modern British short story writers.

8. Choose several twentieth century British poets and listen to recordings of their poetry in order to determine their major themes and poetic techniques.

9. Select and read a British novel and write a critical review, concentrating on one aspect of the work, such as theme, style, cultural influences upon the novel. The teacher will provide a list of appropriate novels from which selection may be made.

10. Debate the validity and relevance of Huxley's educational goals as opposed to Jch Newman's. Compare these ideas to a contemporary educator such as Holt or Kozol.

11. Conduct an open discussion based on Robert Louis Stevenson's short story "Markheim". Discussion should be based on the question, "Is man basically a good or evil being?"

THE ETERNAL SEARCH FOR UTOPIA

MAJOR OBJECTIVE

THE STUDENT WILL GAIN KNOWLEDGE OF AND ABILITY TO EVALUATE BOTH THEORETICAL AND ACTUAL UTOPIAN SOCIETIES THROUGH SELECTED LITERATURE AND RESEARCH OF THIS TOPIC AS EVALUATED BY TEACHER/STUDENT CRITIQUES.

Objective #1: The student will comprehend the general concept of Utopia as measured by teacher and/or student evaluation.

Activities

1. Read several novels concerned with various aspects of Utopia such as the following:

   Utopia, Sir Thomas More
   1984, George Orwell
   Animal Farm, George Orwell
   Erewhon, S. Butler
   Lost Horizon, J. Hilton
   Brave New World, A. Huxley
   Walden, Thoreau
   Walden II, Skinner
   This Perfect Day, Ira Levin
   Lord of the Flies, Golding
   The Butterfly Revolution, W. Butler

2. Discuss elements of novels which have been read with relationship to common elements which can serve to define Utopia.

Objective #2: The student will apply the definition of Utopia for the purpose of gaining a comprehension of attempts to build Utopian societies. Evaluation will be by observation and critique.

Activities

3. Develop an individual research project to investigate one or more of the communal attempts to establish a Utopia. (ex. Amish, Kibutzim, Mormon, Shakers, modern communes.)

Objective #3: The student will be able to evaluate theoretical and actual Utopian societies as measured by teacher and/or student evaluation.

Activities

4. Participate in the preparation of a group report. Use current periodicals and non-fiction publications to determine the methods and goals of such contemporary movements as Civil Rights and Women's Liberation.

5. Use historically based films and books to investigate several past national attempts to establish utopian ideas.

6. As a group project, democratically construct a model of a Utopia. The goal may be as general as to include the establishment of an entire utopian society or as specific as to develop a utopian educational system.

Objective #4: The student will be able to analyze reasons for the continued search for Utopia as measured by teacher evaluation.

Activities:

7. Write a theme in which you discuss the reasons why the search for Utopia is a universal and eternal one.

CHILDREN'S LITERATURE

MAJOR OBJECTIVE

THE STUDENT WILL ANALYZE AND WRITE APPROPRIATE LITERATURE FOR THE PRE-SCHOOL THROUGH ELEMENTARY SCHOOL AGE CHILD: (1) BY GAINING KNOWLEDGE OF A CHILD'S NEEDS AND BEHAVIORAL CHARACTERISTICS, AND (2) THROUGH THE ANALYSIS OF EXISTING LITERATURE FOR CHILDREN. EVALUATION WILL BE THROUGH CONSULTATIONS WITH THE TEACHER AND OTHER STUDENTS.

Objective #1: The student will gain knowledge of child psychology as measured by teacher and/or student evaluation.

Activities

1. Read selected sections from one or more child psychology books by authors such as Erikson, Freiberg, Piaget, etc.

2. Evaluate articles on child care and child psychology found in popular monthly magazines such as Ladies' Home Journal, Redbook, Parents' Magazine, Family Circle, etc.

Objective #2: Given accepted commercial products, the student will be able to comprehend needs and behavioral characteristics of the child from pre-school through elementary school as evaluated by teacher and/or student discussion.

Activities

3. Compare the motivation techniques used by several of the educational television programs for children.

4. Determine the purpose of at least twenty games with which most children would be familiar.

Objective #3: Utilizing a pre-school-early elementary school age group as an audience, the student will be able to evaluate oral reading materials suitable for this age group. Evaluation will be by teacher observation of audience reaction.

Activities

5. Read and evaluate a minimum of ten picture books.

6. View the movie "The Lively Art of Picture Books."

7. Write and illustrate a picture book.

Objective #4: The student will gain knowledge as to what types and forms of poetry would be suitable for all ages of children as measured by teacher and/or student evaluation.

Activities:

8. Read a variety of poetry including nursery rhymes for pre-school children, limericks, and narrative poetry for children in the upper elementary grades.

9. Write several poems for any one of the ages from pre-school to the upper elementary grades.

Objective #5: The student will be able to evaluate the appropriateness of various stories in the fairy tale and novel categories as measured by teacher and/or student observation.

Activities:

10. Use filmstrips, recordings, and books to survey folk tales for all ages of children in elementary school.

11. Write a fable, legend or fairy tale that would be appropriate for pre-school age groups and elementary school age groups.

12. Read and evaluate at least one novel for children in the upper elementary grades.

13. Read a selection to an appropriate child audience.

BEST SELLING NOVELS*

MAJOR OBJECTIVE

THE STUDENT WILL ANALYZE CRITERIA FOR A BEST SELLING NOVEL BY COMPLETING THE FOLLOWING ACTIVITIES TO AN ACCEPTABLE LEVEL OF PROFICIENCY AS MEASURED BY TEACHER OBSERVATION AND/OR TESTING.

Objective #1: The student will gain knowledge of best selling novels by familiarizing himself with such literature. Evaluation will be by observation during classroom discussions and/or teacher-made tests.

Activities:

1. Read at least one current and one past best seller selected with teacher assistance.

2. Read outlines and resumés of several other novels which are or have been on best seller lists.

Objective #2: The student will broaden his knowledge of best seller titles and reviews by completing the following activities to the satisfaction of the teacher.

Activities:

3. Keep a weekly account of the New York Times Best Seller List.

4. Keep a notebook of reviews of the current best seller lists (other than the New York Times).

Objective #3: The student will increase in comprehension of the elements that appear to make a novel a best seller as measured by teacher and/or student critique.

Activities:

5. Use the Book Review Digest to find reviews on specific books.

6. Read two reviews for each book read during the course and summarize in the notebook.

*Also see Section ENG 4 of this guide.

7. Read and summarize ten reviews of current best sellers and add your opinion to a summary of each review in your notebook.

8. Read and summarize ten reviews of books which were best sellers within the past five years and add an opinion to each review.

9. Use microfilm to find reviews on five books published before 1967 and summarize these in the notebook.

Objective #4: The student will apply his knowledge of best sellers as measured by teacher and/or student observation.

Activities:

10. Give a five to ten minute oral report for each book read in the course. Summarize the plot and discuss the reasons why the book became a best seller.

11. After having read each book, write a review from your own perspective. Use the format of the New York Times Book Review or the Saturday Review.

Objective #5: The student will synthesize knowledge of best selling novels and their characteristics as evaluated by the teacher and classmates.

Activities:

12. As a final project write an essay in which you attempt to describe the attributes of a best selling novel. Make specific references to the books discussed in class and those you read.

13. Determine some of the criteria used for book selections by one or more book clubs.

14. Select one of the books previously read and reviewed and indicate in outline in what ways it appears to have met the criteria as a best seller.

SCIENCE FICTION

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF SCIENCE FICTION IN ITS VARIOUS FORMS.

Objective #1: The student will understand the basic characteristics and aspects of science fiction that set it apart from other forms of fiction by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

1. Define "Science Fiction".
2. List some television programs which could be classified as science fiction.
3. List movies which could be classified as science fiction.
4. Discuss the characteristics of science fiction known from previous experience.
5. Express orally or in written composition opinion as to the interest or appeal of science fiction.
6. Explain the differences between "science fiction" and "fiction".

Objective #2: The student will display knowledge of the history of the genre of science fiction by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

7. Identify several writers who have earned their reputations in the field of science fiction.
8. Read several short stories from the field of science fiction beginning with those written from the early to mid 1900's.
9. Read several modern short stories from the field of science fiction.
10. Trace some of the changes in content and technique in the field of science fiction from its birth to the present.

11. Read a novel which would fall into the field of science fiction.

12. Prepare a bibliography of the works in the field of science fiction.

Objective #3: The student will be able to define and display knowledge of that sub-division of science fiction known as "science fiction proper" by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

13. Read several suggested short stories falling into this category and explain why they would be considered science fiction proper.

14. Define "science fiction proper".

15. Discuss the characteristics of science fiction proper.

16. Discuss the fact that the sub-division known as science fiction proper is the most common since the birth of science fiction.

17. List some of the themes which are inherent in science fiction proper.

18. Read a suggested novel falling into this category and explain why it would be considered science fiction proper.

Objective #4: The student will be able to define and display knowledge of that subdivision of science fiction known as "science fiction fantasy" by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

19. Read some of the suggested "famous" examples of science fiction fantasy.

20. Discuss the characteristics of science fiction fantasy.

21. Discuss the reasons why this sub-division of science fiction is often confused with or likened to "gothic" tales.

22. Define "science fiction fantasy".

23. Read an assigned short story from this sub-division and explain the similarities to "gothic" tale or "tales of terror".

Objective #5: The student will be able to define and display knowledge of that subdivision of science fiction known as "social science fiction" by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

24. List some recent movies which would be considered "social science fiction" and discuss why.

25. Read several short stories from this sub-division and discuss why they are classified as "social science fiction".

26. Discuss the characteristics of "social science fiction".

27. Discuss the reasons why this particular sub-division of science fiction has become increasingly more prominent in recent literature.

28. Define "social science fiction".

29. Explain why our environmental situation has brought this type of science fiction into the spotlight.

Objective #6: The student will be able to state the varied purposes of science fiction writing and be able to point these out specifically in selected readings by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

30. Discuss some of the obvious purposes of science fiction.

31. Discuss the different purposes associated with science fiction proper.

32. Discuss the different purposes associated with science fiction fantasy.

33. Discuss the different purposes associated with social science fiction.

34. Read several suggested short stories and point out specifically the purposes which you feel the author had in mind.

35. Express orally or in written composition why science fiction writers naturally have a much wider realm to work with than other writers.

Objective #7: The student will be able to explain the relationship of the science fiction writer to the critic, satirist, philosopher and scientist by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

36. Explain how the science fiction writer is in a convenient situation to criticize what he sees around him.

37. Discuss how the science fiction writer may be considered a philosopher of sorts when writing about an "unknown" future.

38. Discuss how the field of science quite naturally plays an important role in the writing of science fiction.

39. Read several short stories, plays and novels to prepare a report to point out the role that satire, philosophy and science play in the field of science fiction.

POETRY WORKSHOP

OBJECTIVES:

1. The student will be able to identify and describe various elements of poetry: rhythm, rhyme, concentrated message, form.

2. The student will be able to recognize the various rhythm patterns which can be present in poetry.

3. The student will be able to list, define, and illustrate the kinds and variations of rhyme.

4. The student will be able to illustrate the use of alliteration and assonance both in published poems and his own poetry.

5. The student will apply his knowledge by preparing short prose illustrating the creation of images and sound effects.

6. Through selected readings, the student will become familiar with the style and content of a number of published poets.

7. By listening to selected recordings and reading published ballads, the student will be able to identify the close relationship between poetry and music.

EVALUATION:

8. The student will be able to explicate any poem which he has read by a published poet.

9. Using the various rhyme and rhythm forms he has learned the student will be able to write his own poems based on any or several of these forms.

STUDENT ACTIVITIES

1. Through inductive reasoning arrive at a workable definition of, and the special elements present in, poetry.

2. Learn the various rhythm patterns in poetry, then reinforce with poetry selections illustrating each pattern and write a poem illustrating each pattern.

3. Learn the various rhyme patterns and reinforce these by reading selections illustrating each and write a short poem illustrating each.

4. Read selected works of various poets and be prepared to comment on any of the various features present; imagery, form, mood, content, or special effects.

5. Plan and implement an in-depth project on the use of imagery in poetry. Become familiar with and use the following figures of speech: simile, metaphor, personification, onomatopoeia and hyperbole.

6. Examine old English and folk ballads and put these words to music (to either an original or existing tune). Then, compose both the words and music for an original ballad.

7. By listening to and analyzing records, examine the lyrics of modern songwriters (ex. Dylan) to find the elements of poetry present in these lyrics.

8. Keep a collection of poems composed throughout the course. This should be privately evaluated in a conference between the student and the instructor.

9. Invite a published poet or a poetry editor to a round-table discussion of any or all qualities necessary to good poetry.

10. Write a poem (not less than 16 lines) and in some way <u>illustrate</u> this poem (using free sketches, collage, paper-mache, etc). If sound effects would enhance the appreciation of the poem, they should be provided.

TALES OF TERROR

MAJOR OBJECTIVE

THE STUDENT WILL COME TO COMPREHEND THE PARTICULAR FORM OF FICTION WHICH IS CATEGORIZED AS "TALES OF TERROR".

Objective #1: The student will be able to define what is commonly called "tales of terror" and understand the characteristics of this type of literature by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

1. List several works from past experience which can be considered as tales of terror.
2. Discuss characteristics of tales of terror and develop a definition.
3. List some television programs which could be classified as tales of terror.
4. List movies which could be classified as tales of terror.

Objective #2: The student will display a knowledge of the lives and experiences of such writers as Poe, Serling and Hitchcock by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

5. Outline the life of Rod Serling from written sources.
6. Outline the life of Alfred Hitchcock from written sources.
7. Outline the life of Edgar Allan Poe from written sources.
8. Discuss the possibility that the background of an author plays an important part in the literature he produces. Use Serling, Hitchcock and Poe as examples.

Objective #3: The student will display knowledge of certain writers who have earned their literary reputation through"tales of terror" by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

9. Identify several writers who have earned their reputations by writing "tales of terror".

10. Read several "Tales of Terror" short stories written by at least three different writers and describe differences in technique.

11. Read a novel which would be classified as a tale of terror.

12. Write a book report identifying (1) the tale of terror theme, and (2) the techniques used by the author to produce the elements of terror.

13. Prepare a bibliography of tales of terror.

14. Perform improvisations using scenes from tales of terror.

Objective #4: The student will display knowledge of the elements of mood or atmosphere and the importance of this element to "tales of terror" by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

15. Define the element of mood or atmosphere.

16. Discuss the different uses of mood or atmosphere as employed by various writers.

17. State the importance of mood or atmosphere in literature classified as Tales of Terror.

18. Using at least two authors discuss how each author's particular use of mood or atmosphere is representative of his style.

19. Discuss how mood or atmosphere can be a major "force" or merely a supportive "force" in a Tale of Terror.

Objective #5: The student will increase his comprehension of the appeal of this type of short story by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

20. Suggest own ideas as to why this particular type of short story is such a popular literary form.

21. Recognize the flexibility that the short story has as opposed to a novel dealing with tales of terror.

22. Discuss why the short story form is more popular than the novel in dealing with tales of terror.

23. Write a short story dealing with tales of terror to be read in class for constructive analysis.

Objective #6: The student will be able to point out changes in characteristics among "tales of terror" of the past and of today by completing the following suggested activities as measured by teacher observation and/or teacher-made tests.

Activities:

24. Define and list the characteristics of tales of terror today.

25. Define and list the characteristics of tales of terror in the past.

26. Express orally or in written composition how each man's style of writing (Serling, Hitchcock, and Poe) was a product of his time.

27. Write a composition comparing a "tale of terror" from the past with one more recently written.

28. Compare what could be called "suspense" writing to what is known as "gothic" literature.

29. Discuss the possibility that characteristically both "suspense" writing and "gothic" literature could be considered "tales of terror".

THAT UNCERTAIN SIXTH SENSE

MAJOR OBJECTIVE I: Introduction to Research

THE STUDENT WILL APPLY KNOWLEDGE OF RESEARCH TECHNIQUES THROUGH INVESTIGATION OF THE THEME: "THAT UNCERTAIN SIXTH SENSE." EMPHASIS WILL BE DIVIDED EQUALLY AMONG THE STUDENT'S AQUISITION OF KNOWLEDGE OF THE MIND, STUDY OF THE DIVISIONS OF PARAPSYCHOLOGY AND THE WRITING OF A RESEARCH PAPER. EVALUATION WILL BE MEASURED BY TEACHER/STUDENT CONSULTATION.

MAJOR OBJECTIVE II: The Literature of Extra Sensory Perception

THE STUDENT WILL RESPOND TO THE LITERATURE IN THE FIELD OF PARAPSYCHOLOGY AS INDICATED BY WRITTEN REPORTS AND ORAL DISCUSSION EVALUATED BY THE TEACHER AND CLASSMATES.

I. Introduction to the Field

Objective #1: The student will be able to comprehend, in general terms, those parts of the brain and nervous system which are responsible for sensory perception as measured by teacher and/or student evaluation.

Activities

1. Acquire information, through class notes and research, dealing with the physical set-up of the brain and nervous system.

2. Describe the effects of sensory input and immediately resulting muscular output, the brain's screening processes, memory, emotion, etc.

Objective #2: The student will gain knowledge of the normal and abnormal functions of the mind, including how alcohol and drugs can affect them.

Activities:

3. Become familiar with the observations of the normal brain processes.

4. Familiarize self with the causes, effects and treatment of abnormal behavior patterns, (neurosis), malfunctioning of the mental processes, (psychosis), and diseases of the personality and mind brought about by the abuses of drugs and alcohol, (drug psychosis).

Objective #3: The student will be able to comprehend by means of an example, each of the five subdivisions of parapsychology as measured by teacher and/or student evaluation.

Activities

5. Research the following:

   a) Clairvoyance - perception of events going on although far away.

   b) Psychokineses - direct action of mind over matter.

   c) Telepathy - thought transferences over long distances.

   d) Precognition - the ability to perceive events ahead in time (predict the future).

   e) Telekinesis - movement of objects without physical contact on the part of the medium.

II. Literature

Objective #4: The student will increase his knowledge of the literature in the field of parapsychology including fiction and non-fiction as demonstrated by both oral and written reports presented for teacher evaluation.

Activities

6. Select and read at least two books including both fiction and non-fiction choices from the field of parapsychology.

7. Select and read no less than five articles from periodical literature in the field of parapsychology.

8. Prepare a brief written report on a literary work dealing with the field of parapsychology or within the related field of psychic phenomena.

9. Set up a group to conduct continuous experiments to establish statistical evaluation of E.S.P. card tests to determine whether or not the results are based on chance alone or whether there exists some special gift of psychokineses.

10. Listen to guest speakers who are knowledgeable in parapsychology and related psychic fields.

11. Present written reports (Obj. #4, Act. #6) to class.

III. Research Summary

Objective #5: The student will evaluate the knowledge learned in this course by defending his own conclusion regarding the existence or non-existence of extra-sensory perception.

Activities:

12. Propose an answer to the following question by a careful selection of previously gathered evidence: "Can experience be present in the brain, unconsciously or otherwise, without having been perceived by any of the five known senses?"

13. Prepare a term paper of sufficient length and depth as an expansion of the above question. The paper must be properly documented in accordance with guidelines provided by the teacher.

THAT UNCERTAIN SIXTH SENSE

SUGGESTED TOPICS FOR TERM PAPER

1. Hypnosis in Medicine
2. The Psychopath
3. Functions of the Brain (any phase)
4. Memory
5. Suicide (teen-age)
6. Neurosis
7. Palm Reading
8. Witchcraft, Black and White, Magic-Voodoo
9. Astrology and Horoscopes
10. Marks of the Stigmata
11. The Sun as a Mystic Force
12. Superstitions
13. Freud and Psychoanalysis
14. Mystic Symbolism
15. Taboo and Totem
16. Tarot
17. Ghosts and Hauntings
18. Re-Incarnation
19. Spirits: Good and Evil
20. Patterns of Fate (Numerology, astrology, palmistry, etc.)
21. A History of Magic
22. Drug Addiction (any phase)
23. Case History of an Alcoholic
24. Astral Projection and Deja Vu
25. Possession and Exorcism
26. Lab Experiment on E.S.P.
27. Psychosis (any phase)
28. New Hope for Our Mentally Ill
29. Seances and Trances
30. Seekers In Darkness (Study of Selected Mystical Cults)

Any other subjects concerning the brain, psychology or the psychic phenomena will be considered. Submit your choice of topic to the instructor for approval.

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BASIC WRITING TECHNIQUES

MAJOR OBJECTIVE

THE STUDENT WILL APPLY EFFECTIVE WRITING TECHNIQUES IN A VARIETY OF WRITING ASSIGNMENTS. EVALUATION WILL BE MADE ON THE BASIS OF CRITERIA STATED OR IMPLIED AND BY MEANS OF STUDENT/TEACHER CRITIQUES.

I. Preparing to Write

Objective #1: The student will comprehend the characteristics of an effective paragraph as outlined in the following suggested activities as measured by teacher observation.

Activities.

1. Select and use detail which will achieve a unified descriptive paragraph.

2. Write a series of themes using paragraph development suggested by and evaluated with the teacher.

3. Write a clear and vivid paragraph describing a person, place, object, or scene.

Objective #2: The student will comprehend the importance of the five senses as they relate to description by engaging in the following suggested activities evaluated by teacher observation.

Activities:

4. Define and identify the five types of sensory details.

5. Write examples using specific details for each of the five senses.

6. Write a paragraph describing a place or scene in which sensory details are used to develop a main idea.

Objective #3: The student will gain knowledge of techniques of vivid written description as measured by teacher/student evaluation.

Activities:

7. Create a specific impression about a person by using selected details.

8. Accurately describe an object by showing attributes such as size, shape, weight, color.

9. Describe a scene, character, or situation in a subjective and/or objective manner and explain the reasons for each choice.

10. Write a paragraph relying primarily on one sense for the supporting details.

Objective #4: The student will comprehend techniques of description through movement as measured by teacher observation.

Activities:

11. Show the relationship between the location of objects and relate them to things found at a distance.

12. Write a paragraph in which the speaker moves from place to place showing how objects appear to change due to the speaker's distance from them.

Objective #5: The student will gain knowledge of emphasis in description as measured by teacher observation.

Activities

13. Organize details to provide emphasis of some point in the description.

14. Emphasize an attribute or characteristic by exaggerating it.

Objective #6: The student will respond to the need for clarity, readability, direction, and purpose in written expression as evaluated by other members of the class and the teacher.

Activities:

15. Become familiar with one of the standard handbooks for writers by studying sections dealing with the composition of effective sentences, paragraphs and themes.

16. Review section ENG 2 of this guide.

17. Submit a brief composition to the teacher to be carefully edited with specific citations in such areas as: sentence faults, logic, grammar, punctuation, and word usage.

18. Utilize a writer's manual to study and correct writing problems exhibited by the citations on the composition.

19. Submit additional compositions as necessary for the purpose of continuing the process of self-improvement in areas of weakness.

II. Exposition

Objective #7: The student will comprehend the principles of expository writing as outlined in the following suggested activities and as evaluated by teacher observation.

Activities:

20. Organize factual information and present it clearly and coherently.

21. Perform the following in a multi-paragraph expository essay:

    a. introduce the topic in the first paragraph

    b. extend and develop the topic in succeeding paragraphs

    c. use transitional elements to achieve unity between ideas and paragraphs

    d. summarize and/or draw conclusions in the final paragraph

22. Analyze an idea, a concept, or an object by organizing the paragraphs according to the components or ingredients of the topic.

23. Explain a process by stating the procedure in an orderly and logical fashion.

24. Make a comparison of two subjects by emphasizing either their differences or similarities.

25. Use analogy in order to attain clarity in expository writing.

26. Write an expository composition using a variety of techniques.

27. Proofread the composition as though it had been written by someone else. Be severely critical and rewrite it.

III. Writing the Essay

Objective #8: The student will apply principles of effective expository prose writing to the development of a set of written essays the subjects of which will be selected during teacher/student discussions. The compositions will be evaluated by teacher/student critique.

Activities:

28. Select a topic which will be interesting, informative, and specific.

29. State a purpose for writing about a particular topic and use this purpose as the controlling idea of the theme in a single sentence.

30. Analyze the topic by grouping the essential ideas in an outline form.

31. Choose the appropriate method for developing a topic (ex. comparison and contrast, facts and details, etc.) and give reasons for this choice.

32. In the outline develop each idea by using specific facts and examples.

33. Select the most appropriate of the following methods of introducing a theme:

    a. relating an incident or example

    b. stating a question

    c. using a quotation

    d. making a provocative statement

    e. comparing or contrasting an idea

f. giving a definition

g. using description or dialogue

34. Write a beginning paragraph which will gain the interest of the reader and introduce the main topic of the theme.

35. Write a first draft of the theme and concentrate on developing the specific ideas of the outline rather than solely mechanics.

36. Achieve coherence in writing the body of the theme by using transitional words and sentences.

37. Choose an idea for the final paragraph which will impress the reader.

38. Select the most appropriate method of writing the concluding paragraph from the following:

a. writing a summary if the paper is of considerable length

b. restating the main idea

c. discussing the most important idea in the concluding paragraph

d. stating the reasons for the significance of the subject

e. asking a question or a series of questions

f. using a quotation

g. making a prediction

h. relating an anecdote

i. making an emotional statement

39. Review and revise the first draft critically.

40. Select an appropriate and specific title.

41. Evaluate other compositions by giving reasons for the methods and development of the ideas which are used in them.

IV. Creative Writing Exercise

Objective #9: The student will apply the principles of writing expository prose to a creative writing exercise as outlined in the following suggested activities. Evaluation will be by teacher/student critique.

Activities:

42. Limit narration to a specific topic.

43. Distinguish between summarizing a series of actions and presenting them in detail.

44. Incorporate the methods of descriptive writing into the writing of narrative materials.

45. Select the basic narrative details of setting, characters , plot, and conflict.

46. Choose a conflict and emphasize the suspense of its development by selecting the appropriate details.

47. Identify four points of view as they are used in narration.

48. Select an appropriate point of view for a planned narrative and give reasons for the choice.

49. Utilize dialogue as a method of forwarding the action or giving information.

50. Use dialogue as one means of revealing character.

51. Achieve a proper balance in the use of dialogue and description.

52. Incorporate specific dialects and details of local color when necessary and appropriate.

53. Relate a series of events in chronological order.

54. Relate a series of events using flashbacks.

V. Writing a Research Paper

Objective #9: The student will apply knowledge of the principle techniques of writing a research paper to be evaluated by the teacher.

Activities

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55. Write a unified, coherent paper based on information obtained from several sources.

56. Choose a subject which is appropriate for investigation and for which research material is available.

57. Limit the subject to one which can be adequately developed.

58. Focus investigation by concentrating on one purpose.

59. Use library resources such as the card catalog and Reader's Guide when compiling the bibliography.

60. Compile a list of sources to be used as part of the bibliography.

61. Write a reference card for each source of the bibliography.

62. Prepare a general outline to be used as a guide in reading and taking notes for the paper.

63. Take notes from reading on cards arranged according to the topics in the outline.

64. Prior to writing the first draft, revise the general outline by using the material gathered on the note cards.

65. Follow the same procedure for writing the first draft as indicated in writing an essay (activities 26 through 35).

66. Become familiar with a handbook for thesis writing.

67. Use footnotes in the following instances:

    a. to indicate the source of direct quotes.

    b. to give credit for facts and opinions which are not common knowledge.

    c. to include necessary information which would be out of place in the body of the paper.

d. to give sources for tables and diagrams.

68. Identify the correct content and arrangement of footnotes and use them appropriately.

69. Arrange each entry of the final bibliography alphabetically.

70. Include a preface after the title page if this seems necessary.

CREATIVE WRITING

MAJOR OBJECTIVE

THE STUDENT WILL ANALYZE THE VARIOUS STYLES OF SEVERAL WRITERS AND RELATE HIS CONCLUSIONS BY EXPERIMENTING WITH HIS OWN CREATIVE AND IMAGINATIVE SKILLS IN THE CONSTRUCTION OF VARIOUS FORMS INCLUDING PROSE, VERSE AND DRAMA. EVALUATION WILL BE BASED UPON CRITIQUE BY THE TEACHER AND OTHER STUDENTS.

Objective #1: The student will evaluate the writings of others as measured by teacher/student consultation.

Activities:

1. Read and evaluate through class discussion the writings of such authors and poets as:

   Jonathan Livingston Seagull, Richard Bach
   The Little Prince, Antoine de Saint Exupery
   In Watermelon Sugar, Richard Brautigan
   Slaughterhouse Five, Kurt Vonnegut, Jr.
   Poetry by e.e. cummings, others

Objective #2: The student will have enough knowledge to be able to construct his own work in the style of someone whose work he admires as measured by teacher observation.

Activities

2. After reading an author whose style you admire, construct a piece of prose or poetry of your own in a similar style by using some of the techniques you have observed.

3. Use the structure of a fable, parable, or allegory to express what you think is a relevant theme.

4. Arrange a series of slides, photographs, or magazine pictures to make a statement or illustrate a theme. Transfer this series to words.

Objective #3: The student will gain the knowledge of the importance of feelings and sensory images in creating any piece of literature.

Activities:

5. Keep a daily journal of impressions and reactions to some occurrence during the day.

6. Develop skill in using one's inner feelings and experiences to create imaginative writing.

7. Develop skill in using sensory imagery, extending and sharpending powers of observation.

8. Write, after listening to a piece of music or reviewing a painting or photograph the images, impressions, and associations stimulated by the music and/or picture.

Objective #4: Given rules and examples as guides the student will comprehend the procedures involved in writing various forms of poetry as measured by teacher/student observations.

Activities:

9. Develop skill in writing light verse such as limericks, "terse verse", couplets.

10. Develop skill in writing poetry such as the haiku, tonka, diamante, impressionistic, ballad, concrete-picture poems.

Objective #5: The student will apply a working knowledge of all elements of the short story and will demonstrate proficiency as measured by teacher observation.

Activities:

11. Develop skill in creating characters, setting and background, dialogue and conflict for use in short stories.

12. Develop skill in organizing, planning, and writing an original short story.

Objective #6: The student will gain knowledge and ability to analyze those elements pertinent to effective drama and will display this knowledge in an original one-act play as measured by teacher/student critiques.

Activities

13. Develop skill in organizing and planning an original one-act play.

14. Create a character sketch for each character to be used in one-act play.

15. Write a one-act play bearing in mind the importance of characterization, plot, setting and effective dialogue.

LETTER WRITING

INTRODUCTORY NOTE: Business letters. The purpose of the first major objective in this section, Business Letters, is to introduce the student to basic elements which are useful to all students more as a consumer than as a business man or woman. Detailed study, including typing practices, is included in the business curriculum.

MAJOR OBJECTIVE I: The student will apply knowledge of form, style, and content in writing business letters of most immediate use to him by participating in the following suggested activities to the satisfaction of the teacher.

Objective #1: The student will gain knowledge of the essential elements of form necessary in the composition of an effective business letter as measured by teacher observation.

Activities:

1. Given one model business letter, identify the following elements: the letterhead, the heading, the inside address, the salutation, the body, the closing, the signature, the signature identification and the stenographic reference (if any).

2. Examine several business letter samples. Note the differences in style (block, modified block, indented) and punctuation (close or open). Discuss the observed differences and:

    a. discuss preferences in style and punctuation.

    b. identify the same elements listed for activity #1.

Objective #2: The student will increase in comprehension of the uses of titles in addresses and salutations by participating in the following activities evaluated by the teacher.

Activities:

3. List the titles useful in addressing a man, men, a woman, a group of women, a mixed group. (Most business English texts will give these and other address titles.

4. Select members of the class to act as persons or groups to which different titles can be identified.

5. Address individuals or groups in the class with correct titles. Do this orally and then in writing using both addresses and salutations.

Objective #3: The student will gain knowledge of the standard parts of the body of a business letter by participating in the following activities to the satisfaction of the teacher.

Activities:

6. Given a model letter of consumer inquiry into the availability of a product, identify the following data and their positions in the body of the letter:

   a. statement of request (Identify the exact information)

   b. reason for request

   c. courteous closing

7. Given a model letter of complaint about a defect in a product, identify the following data in the body of the letter:

   a. specific identification of the product and date purchased.

   b. description of the defective nature of the product.

   c. an expression of continued interest in using the product.

   d. action requested of the company

   e. courteous closing

8. Given a model letter of initial application for a job, identify the following data in the body of the letter:

   a. point of contact (Where you learned of the job).

   b. your understanding of the requirements of the position.

   c. experience and education

   d. personal qualifications

   e. references

   f. request for an interview.

9. With the assistance of the teacher identify specific kinds of data in the bodies of other types of business letters by reference to textbooks in business English.

Objective #4: The student will apply knowledge of writing business letters to the satisfaction of the teacher.

Activities:

10. Prepare at least two of the following types of business letters; product inquiry, complaint, application for a job. Observe basic principles suggested in previous activities and refer to a basic text for greater detail.

ARGUMENT AND PERSUASION

MAJOR OBJECTIVE

THE STUDENT WILL GAIN KNOWLEDGE OF THE FACTS AND TECHNIQUES PERTINENT TO ARGUMENT AND WILL DEMONSTRATE PROFICIENCY IN THESE ARGUMENTATIVE TECHNIQUES ON GIVEN TOPICS AS MEASURED BY TEACHER/STUDENT CRITIQUES.

Objective #1: The student will gain the knowledge of what is an effective argument as measured by teacher/student discussions.

Activities:

1. Choose the best argument when confronted with different arguments on a given topic.
2. Complete an argument that has been begun on a topic with which the student is familiar.
3. Select those parts of a written argument which are beneficial from those that are detrimental when confronted with an argument for a subject with which he is familiar.

Objective #2: The student will display the ability to differentiate between elements beneficial and those detrimental to an effective argument as measured by teacher/student critiques.

Activities:

4. Follow directions for writing an argument which has already been begun.
5. List the points that should be mentioned in an argument for a subject with which he is familiar.
6. List statements to be mentioned in a logical sequence in a competitive situation, good points or bad points, on a familiar topic immediately after someone mentions or writes a similar point.
7. Compare, verbally, the importance of certain points for their value in a given argument.
8. Explain, orally, what constitutes a good argument.
9. Expand or improve an argument already begun.

10. Differentiate between a statement supported by fact and one that is not.

11. Estimate the validity of a point of "fact" in an argument on a subject with which he is unfamiliar.

Objective #3: The student will display comprehension of the points of argumentative discussion which serve to persuade the listener both logically and emotionally as demonstrated in teacher-student critique.

Activities

12. Differentiate between opinion and fact on a subject he is familiar with, then on a subject with which he is unfamiliar.

13. Identify the use of references to other authorities.

14. Identify an appeal to psychological factors.

15. Identify methods of holding attention.

16. Identify use of examples or incidents.

17. Identify different uses of voice tone.

18. Identify methods of comparing or contrasting.

19. Identify those statements which appeal to the emotions rather than logic in subjects he is familiar with and in subjects with which he is not.

20. Identify those statements which are misleading due to faulty reasoning, lack of information, or inaccurate information on subjects he is familiar with and subjects with which he is not.

Objective #4: The student will apply knowledge of argumentative techniques to given topics as measured by observation of the effects of such arguments on classmates.

Activities

21. Outline an argument; mention the points and facts to be used which would demonstrate an ability to apply the qualities of a good argument in subjects with which he is familiar and on subjects with which he is not familiar.

22. Outline an argument; mention the statements and facts to be used which would demonstrate his ability to recognize the use of: (1) statements which appeal to the emotions, (2) statements which are misleading due to faulty reasoning, lack of information, and inaccurate information on subjects he is familiar with and subjects with which he is not.

23. Write, in an original composition, a persuasive argument based on an acceptable outline or plan developed in the previous objectives concerning a subject with which he was originally familiar, to be followed by subjects with which he will need to familiarize himself.

24. Discuss arguments written by others on the basis of organization, presentation, persuasion, proper use of fact, emotion, reasoning, accurate information.

25. Analyze arguments on the basis discussed by the class.

26. Combine and organize arguments made by different individuals on the same subject into one persuasive argument employing the persuasive statements of each of the individuals.

27. Evaluate arguments utilizing the criteria discussed in class and suggest specific improvements.